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ABSTRACT

The first section of this report "In-service Training of Teachers" (M. Cerna) presents an analysis of selected aspects and subsequent synthesis of trends, characteristic of inservice education of educational personnel, such as its orientation, concept, definition, content and evaluation. It refers to the personality of contemporary teachers and their dominant activities as well as to their problems. Suggestions are made that may contribute to the improvement of inservice education. Analyzed in detail are the conclusions of three major research activities in the eighties: (1) the Organization for Economic Co-Operation and Development project, which was oriented to the general optimalization of inservice training for educational personnel; (2) the project launched within the Council for Mutual Economic Assistance (socialist countries), devoted to the main trends of research in the field of inservice education; and (3) the United Nations Educational, Scientific and Cultural Organization Project, oriented to the characteristics of the concepts and models of inservice education. The report is supplemented with a list of references. The second section "Comparative Analysis of the Information Process in the Field of In-Service Training of Educational Personnel" (H. Prochazkova, J. Hradilova, A. Souckova) presents reports on the content of information gathered by the European Information Centre for Further Education of Teachers (EIC-FET) from 1983 to 1986, the types of information sources, and profiles of users of EIC-FET information services. Charts and tables are included in this report. (JD)

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SELECTED ASPECTS OF IN-SERVICE EDUCATION OF TEACHERS IN THE EIGHTIES

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EUROPEAN INFORMATION CENTRE
FOR FURTHER EDUCATION OF TEACHERS

Series: Further Education of Teachers, Vol. 6
Collection of papers, reports and reviews

SELECTED ASPECTS OF IN-SERVICE EDUCATION OF TEACHERS
IN THE EIGHTIES

Charles University
Prague

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PREFACE

The sixth volume of the series "Further education of teachers. Collection of papers, reports and reviews" comprises two separate parts, closely connected with each other, this not only owing to the common name of the publication. The both parts present the results of the researchwork, based on the analysis of information collected in the EIC-FET, i.e. sources from the field of in-service training of educational personnel in the international context issued in the 80's.

The first part, "IN-SERVICE TRAINING OF TEACHERS IN THE EIGHTIES" presents the analysis of selected aspects and subsequent synthesis of trends, characteristic of the said problem area of social activity. The report forms the new gnoseologic quality by furnishing the users of the EIC-FET information services with background material for further research activity in the field and in its specific individual aspects indicates the heuristic methods.

The second part "COMPARATIVE ANALYSIS OF THE INFORMATION PROCESS IN THE FIELD OF IN-SERVICE TRAINING OF EDUCATIONAL PERSONNEL" devoted to quantitative sciometric analysis of content and forms of communication in the given problem area and, on the basis of it, to the evaluation of the contents and forms aimed at the effectiveness of information process regulated by the EIC-FET. The results of the analysis are also valuable for the users of information services as participants in the said process, to the effectiveness of which they can contribute within the mutually advantageous co-operation with the EIC-FET.

The reports complement each other by the fact, that they give the opportunity to observe the given problem area from within, from the point of view of pedagogy, and, on the other hand, from without, from the point of view of informatics. The readers will find the real agreement in the results of the both reports; the reports can provide them with basis for their decision-making, research, educative and other activities in the field of in-service of educational personnel in the 90's.

Authors

Part 1

Marie ČERNÁ

IN-SERVICE TRAINING OF TEACHERS IN THE EIGHTIES

INTRODUCTION

The presented study report based on the content analysis of the dynamics of selected aspects of many works /see the list of references/ which have a principle significance for the assessment of the state of the art and prospects of in-service teacher training in the countries of the Europe region in the eighties of our century, presents a survey of the most important findings in the given field.

All the studied materials have been critically analyzed /using the methods of both frequency and correlation analyses/ and the most significant aspects characterizing INSET in the given period have been selected. On many standpoints various authors have reached a unique agreement /e.g. when determining the priorities of in-service teacher training/. And namely these approaches have been considered relevant for our study. The presented references represent always certain selected publications which most expressively accentuate the respective phenomena being observed.

The first part - GENERAL CHARACTERISTICS /pp. 2 - 7/ - deals with selected phenomena of INSET such as its orientation, concept, definition, content and evaluation; it refers to the personality of the contemporary teacher and his/her dominant activities as well as to the problems arising in the respective period the solution of which would contribute to the improvement of INSET.

The second part - ILLUSTRATION /pp. 7 - 13/ - analyzes in detail the conclusions of three major research activities of the eighties:

- the OECD-CERI project /in the beginning of the eighties/ oriented to the general optimalization of in-service training of educational personnel,
- the project launched within the scientific cooperation of CMEA countries /in the period 1981 - 1985/ devoted to the main trends of research in the field of in-service education of educational personnel,
- the Unesco Project No. 13 /of the second half of the eighties/ oriented to the characteristics of the concepts and models of in-service education of educational personnel.

The illustrative value of the above mentioned materials consists mainly in the fact that on concrete examples they document from various views and on the basis of various approaches the priorities presented in the foregoing synthesizing part.

The final part - CONCLUSIONS /pp. 13 - 15/ - summarizes the acquired facts characterizing the conditions of the eighties and its concept and identifies the major open problems.

The study report is supplemented with the list of references.

GENERAL CHARACTERISTICS

The eighties are represented in the countries of the Europe region by an upsurge of In-service Education of Teachers^{x/} (hereinafter referred to as INSET) which has reflected in the increased proportion of fully qualified educational personnel at all levels, kinds and types of schools. INSET systems in individual countries have been further developing as has been the co-operation in and outside these systems, their concepts, models etc. are being reassessed and innovated in individual countries in connection with the development of educational systems. The efforts aimed at the professional growth of all educational personnel reflects the current interest of the society /governmental bodies, educational authorities, political parties as well as social organizations/ in the improvement of the quality of education of all people.

The most apt expression characterizing in one word the nature of INSET in the eighties is the improvement. The efforts at improving INSET are manifested both in the formal-organizational field and /this in particular/ in the content-methodological field. However, they have stamped themselves also on the theory of INSET which is being constituted and the development of which presupposes adequate research basis.

The orientation of INSET is undergoing significant changes: the centre of gravity of INSET has moved from its original concentration on the increase of the professional standard of teachers to the consolidation, re-assessment, innovations and development of educational systems, the re-evaluation of the existing educational reforms accomplished in the past twenty years in many countries. The ever more intensive upsurge of educational sciences, among which pedeutology has assumed a firm position has also influenced the concept of INSET.

Contemporary teachers must meet the quickly changing requirements of the society which in the context of political, economic, cultural, historical and social changes as well as in the light of new achievements of science and technology puts justified demands on the changes in the content and methods of education of pupils/students at all levels of education and, accordingly, great demands on the changes in the attitudes of teachers to the fulfilment of these growing demands.

The most effective form for acquiring new relevant attitudes to be assumed by teachers in the shortest possible period /for also the pace of the changing demands of the society is growing even faster/ is lifelong education /Vorlíček, 1985/ /Neave, 1987/.

The status of the teacher as the leading factor of educational process is being recognized and promoted mainly with regard to the changing requirements and increasing demands of the society of the end of 20th century put upon the education of young generation which will live, work and create in the next century. The education of young generation lays an even stronger emphasis on the following phenomena:

^{x/}NOTE: The author of the study used the term "teacher" to denote educational personnel at all grades and levels of the educational system as well as educational personnel engaged in out-of-school activities.

- to encourage the activities of pupils/students in the process of learning
- to create conditions for independent creative work in the educational process both at school and out of it
- to raise responsibility of pupils/students for the results of their studies and their activities in general
- to foster the creative thinking and the inherent potential of pupils/students
- to develop the abilities to apply the acquired knowledge in everyday life and social practice.

These phenomena are naturally reflected also in the demands put upon the teacher.

The personality of the contemporary teacher in the eighties of 20th century should be characterized mainly by the following features:

- . the appropriate level of education in the respective field
- . perfect pedagogical mastery
- . broad cultural and social horizon
- . high moral qualities of the personality
- . willingness to lifelong education arising from the teacher's innermost need of self-improvement.

Many authors underline a postulate which is also documented by research results, that although maintaining the unity of the three fundamental fields of teacher education /specialization, pedagogical-psychological and socio-ideological/ and the activities pertaining to them, the dominant among them has nowadays become the scientific activity /CONNELY, BEN-PERETZ 1980, JAGODKIN 1982, KASAL 1983, GIESBERG /. The present teacher /regardless of his/her specialization and the educational level and type of school/ should show a genuine interest in scientific progress and new findings of his/her specialization, in the acquisition and application of scientific information. Within systematic self-education he should develop also his scientific thinking, the ways of which he then conveys to his pupils/students in the course of educational process. The development of scientific knowledge in the field of pedagogy and psychology and the interiorization of his knowledge by the teacher substantially influences the successfulness of his/her educational activity. The scientific approach to the solution of the issues of the socio-ideological nature consists in the more profound comprehension ensuing from which are the adequate attitudes of the teacher. And it is the scientific aspect which guarantees the balance of the mentioned fundamental fields of teacher education, promotes the mutual relations between the teacher's knowledge and skills and contributes to a change in his attitudes. The activity of the contemporary teacher may be in fact considered the scientific activity which is realized in the specific conditions of educational process.

The permanent improvement of this pedagogical activity - raised to a higher level - brings about the necessity of lifelong education of teachers which simultaneously ensues from the justified demands of the present and future society /Chiappano 1986/. The concept of lifelong education represents the unity and continuity of pre-service and in-service education. ^{x/}

^{x/}NOTE: Some authors shift the inception of the preparation for teaching profession even before the actual pre-service training - to the period when a young

man starts to show interest in the work with children and gains his first "educational experience" - e.g. within the practice in children camps, hobby groups, etc. /e.g. DOSTÁL 1975/. On the opposite pole the in-service education of the teacher is never accomplished.

The characteristics of lifelong education of teachers reflects also the tendencies of the contemporary science; this is manifested mainly by the process of integration of science on one hand and the deepening specialization on the other. The contemporary teacher is expected to be adequately oriented in general issues of his/her respective specialization, in pedagogy and psychology as well as in socio-ideological issues. He should be able to carry out scientific research, to acquire profound knowledge in the specific, more specialized, field relating e.g. to his teaching subject, the age group or group of pupils he is teaching, the methodology of the transfer of knowledge, to the specific aspects of world outlook, etc.

The integrative function of the contemporary science resulting in the development of ever closer interlinks between individual scientific branches is then demonstrated in educational activity and strengthening interdisciplinary links. Their implementation presupposes an adequate orientation of the teacher in other scientific branches, his/her positive attitude to these branches, stemming from the intrinsic respect for all field of human knowledge /HOPKINS 1986/.

Through lifelong education the teacher keeps acquainted with new findings, enriches his knowledge, improves his skills gained in the educational practice. Thus his attitudes are moulded both in the sense of developing a positive attitude to his/her own specialization, to educational and psychological sciences, to the society whose young generation he educates and with regard to the concrete factors influencing the process of education, pupils/students, parents and colleagues /Resolution of 1987/. Thus lifelong education contributes both to the general improvement of the teacher and to the enrichment of his personality. The higher its efficiency, the more accomplished its content, organization and interlinkage /follow-up/ of the two dominant components: pre-service and in-service education.

The pre-service education carried out nowadays in almost all economically advanced countries on higher education level provides the teacher with fundamental scientific knowledge as well as with the first actual educational experience. It should also develop in teachers the ability of critical thinking, the promptness of problem-solving, quick and correct decision making, initiative and willingness to cooperate as well as an adequate amount of social responsibility. The aim of in-service education is then to ensure the amplification and profundity of the the acquired knowledge, and thus guarantee further professional growth of teachers through achieving new, i.e. higher qualification. It should also provide conditions for the necessary unification, in the sense of balancing various levels of teacher education /VORLÍČEK 1984/x/

As has been stated by many authors the objective of various INSET systems is also in the future to fulfil first of all the following functions:

- adaptation - concerning mainly the beginning teachers, their induction, adaptability to the conditions of a concrete school or an establishment where they start their career

^x/NOTE: This question is open mainly in those countries where there is a great variety of teacher training schools the curricula of which are not coordinated and, consequently, the standard of the "trained" teachers is very different.

- compensation - in the sense of completing knowledge and skills, often also filling in gaps in the knowledge gained in the course of pre-service education
- requalification - ensuring the contact of the teacher with new findings from the field of his/her specialization as well as from other branches, most often organized in connection with the implementation of new concepts of educational process
- specialization - oriented to the qualification improvement of the teacher with regard to the fulfilment of a certain post or a more demanding specialized activity /Petráček 1986/.

INSET is also considered the tool of innovations in education and the basic condition for promoting the development and improvement of the professional standard of teachers themselves, as well as of the education system as a whole /Bolam 1982 , Hopkins 1984 , Blackburn - Moisan 1986/.

From the viewpoint of organization the characteristic feature of INSET in the eighties is multiformity. Efforts are generally aimed at the incorporation of INSET into the educational system of a given country /this is the case of e.g. the socialist countries, where the unified democratic system of education includes also INSET/ and to provide teachers with the widest possible range of opportunities for their in-service education according to their own needs, the needs of their schools and the needs of educational policy and the society as a whole /Vonk 1986/ Neave 1987/. Significant tendencies may be observed which proceed from an extensive concept of forms and content of this education to an ever more specific one, which better corresponds to the requirements of an educational workplace. The coordination of the requirements of the society presented in the controlled system of in-service education with the needs which the teacher feels and meets through his/her self-education is at present one of the most difficult tasks of the organizers of INSET. The difficulty arises mainly from the fact that an increased emphasis is put on self-education and connected with it the "self-responsibility" of the teacher for his/her own professional growth! x/

Certain shifts are evident also in the content of INSET. Apart from traditionally presented themes /more often whole thematic structures/ from the field of specialized knowledge /subject specialization/ and pedagogical psychological knowledge the content of INSET is oriented also to a broader profile thematic area which has a general validity and the knowledge of which is considered necessary for all teachers regardless of their qualification specialization, level of education where they teach, their post or the standard of education achieved by them in the preceding forms of pre-service and in-service training. These themes pertain to topical issues of humankind of the end of 20th century as well as the forthcoming century - e.g. peace education, environmental education, health education, but also world outlook issues, education for mutual understanding and cooperation among nations, etc. /Yff 1983/.

Scientific and technological process bringing about also the introduction of new information /e.g. computer, telecommunication, reprographic, audiovisual/ technologies in all fields of human activity has become a natural modern

x/NOTE: Positive influence in this process of bringing together teachers' own needs and the needs of the school, educational system and the society is exerted by school administrators, most often principals, the in-service education of which is therefore given increased attention in the eighties.

and very effective teaching aid. It also influences the content of INSET because computer as a highly efficient aid may be applied in the education process only by a properly trained teacher who can make the best use of the computer not only for the educational purposes but also within his/her own specialized scientific activity, who is convinced of its efficiency and advantages and is able to instil the user skills acquired in his pupils/students. The introduction of new information technology into schools amplifies also the range of teachers' activities - teachers become consultants, counsellors, mediators between the authors of new teaching aids and the needs of educational process, many of them being the developers of programmes and experimenters themselves.

Another aspect characterizing INSET in the eighties is the growth of active involvement of teachers in the development and implementation of INSET programmes, determination of teachers' own needs and greater respect for their choice of participation in a certain kind or type of education. There are also deepening tendencies on the part of teachers to prefer those forms of INSET which are closely related to their concrete activity which - as we have already mentioned - is more and more turning into a scientific activity; from the organizational viewpoint teachers prefer school-based INSET /Hoeben 1986/.

Both increased and more consistent attention is devoted to the beginning teachers as it has become evident that the transition of a graduate from the pre-service teacher education to educational practice often brings about a lot of difficulties which may be more successfully overcome by means of specifically oriented INSET forms. Of great importance is considered the well-conceived combination of theory and practice enabling beginning teachers to introduce in the minimum possible time the knowledge and skills gained in the course of their studies into everyday "repertory" of teaching practice /Vonk + Schras 1987/. Experienced teachers or appointed educational specialists /from out of school/ are entrusted with the function of the so-called master teachers who are in regular contact with the beginning teacher, they can identify his/her actual needs and help him bridge the more or less deep gap between teacher education /training/ and the dynamic reality of educational practice.

The profile themes the knowledge of which the teacher applies in the educational process promote simultaneously the tendencies of fostering and deepening international activities in the field of INSET. Appreciated and successfully applied in this respect are e.g. various forms of mutual visitings of teachers /and pupils/students as well/, bilateral or multilateral workshops or other similar events, but also an increasing share of in-service teachers in the sessions of various scientific forums, international symposia, etc. x/

INSET provides teachers also with the opportunity for literary and publication activity. Many forms of INSET directly comprise obligatory theses in

x/NOTE: e.g. Association for Teacher Education in Europe - ATEE devoted its conference in 1985 to INSET. Two keynote addresses pointed out the significance of INSET as a tool of innovation and improvement of the school and educational system as a whole - author Giesbers - and INSET as a part of the professional development of teachers - author Vonk/. INSET was on the agenda of all eleven working groups where a number of interesting contributions were presented providing a varied and well-grounded view of INSET from various theoretical and practical positions. Similarly, the issues of teacher education are dealt with by the International Council for Education of Teachers /ICET/, International Seminars on Teacher Education /ISTE/.

which teachers work out various specialized, mostly topical themes /many of them are solved within scientific research activity/. The growing standard of the theses allows their publication on a broader level which in return promotes teachers' interest in this activity which has recently become a regular component of INSET. x/

In INSET of the eighties greater emphasis is laid upon the evaluation of teachers as attendees of various type /courses/ of INSET, on the assessment of the efficiency of various ways and forms applied in INSET. Attempts have been made at the evaluation of the whole INSET systems in individual countries. Active participation of teachers in their lifelong self-education has an impact on their active participation in the evaluation of in-service education which then serves as the basis for the suggestions aimed at its improvement, modifications or changes /Hopkins 1986/.

The evaluation of the teacher's work is generally considered very difficult mainly because of the great number of factors influencing the results of educational activity and reducing the objectiveness of assessment. Remarkable in this respect are the views of some authors /Juliš 1987/, Iwanicki, McEachern 1984/ raising the conscience of the teacher /his self-assessment/ to the objectifying criterion, to one of the most reliable factors regulating his whole activity.

Teachers from pre-school establishments, primary and secondary schools form also in the investigated period the most numerous groups undergoing various types of in-service education within already relatively well established and consolidated systems. In the eighties INSET is more intensively taken up also by higher education teachers the lifelong education of which was in the past left to their own decision as to whether and in which direction they would improve their qualification or which forms of self-education they would use. The development of higher education pedagogy has brought to the forefront the necessity of an organized systematic in-service education of higher education teachers which has been developed already in many countries and is becoming part of the INSET system /CEPES, Final Report 1985 16//. Mainly it is necessary to involve in in-service education teachers from higher education /or other levels of education/ engaged in various types of INSET, and in this connection to solve didactical and methodological questions as well as to identify and respect the specificities of the object and the self-actualizing subject in the process of in-service education /Stolz, 198./.

x x x

ILLUSTRATION

Many facts included in the general characteristics of INSET are illustrated also by the following conclusions of three selected activities carried out in the eighties:

x/NOTE: Significant in this respect is the form of the so-called Educational Readings applied in the INSET systems in socialist countries which has experienced an ever greater upsurge in the eighties and is assuming scientific nature.

- OECD-CERI Project organized by the Centre for Educational Research and Innovation of the Organization for Economic Cooperation and Development
- a project launched within CMEA including the conclusions of the scientific symposium of the representatives of research institutes for in-service education of educational personnel from socialist countries
- Unesco Project no. 13

The state of the art of the scientific knowledge on INSET in the investigated period (following up the seventies) has been under considerable influence of an extensive project launched by the Organization for Economic and Cultural Development /OECD/, its Centre for Educational Research and Innovation /CERI/. The aim of the project was to analyze the experience from the field of INSET in the selected countries and on their basis formulate general conclusions for the optimization of INSET /CERI/.

It has been pointed out that INSET has to follow up fluently to the pre-service education of teachers mainly because the contemporary school must efficiently and promptly respond to the continuously changing demands of the society. This can be achieved first of all through qualitative changes in the attitudes of teachers. And it is namely INSET which can guarantee the introduction of innovations into schools and therefore it should become an indivisible part of educational policy in every country.

One of the main problems is considered the diversification of the concept of INSET, its purpose and objectives. In some countries the distinction is made between

- INSET oriented to the development and improvement of professional knowledge and the general competence of individual teachers and
- institutional INSET organized in order to meet the demands of the school, educational authorities etc. The presented differences manifested also in the terminology /e.g. the German "Weiterbildung" and "Fortbildung"/ cause difficulties in summarizing or unifying the standpoints on the improvement of INSET.

Another investigated problem has been the voluntary or obligatory nature of teachers' participation in the in-service /and lifelong/ education.

Optimum is considered such an INSET model which would allow the identification of the needs of teachers with the needs of the society and offer sufficiently efficient motivations /related also to the increase of prestige, career promotion or financial reward/ of teachers to participate in various institution-based forms of INSET. In this respect the questions of the evaluation of teachers participating in the courses of other forms of INSET as well as the evaluation of INSET itself have been pointed out. Identified have also been some still unanswered questions such as the role, share and coordination of the activities of superior educational authorities, higher education institutions, teacher trade unions and other organizations in the field of INSET or the orientation and content range of school-oriented INSET and its relation to other concepts of INSET.

Within the formulation of the conclusions of the CERI Project other problems have also been outlined the solution of which could positively influence the development of INSET. Respecting specific issues and their solution being of priority importance for each individual country and its system of education the most important have been indicated the following aspects:

- greater involvement of teachers in planning, implementation and organizations

of INSET and through its agency in the decision-making sphere of the educational system as a whole,

- development of a strategy aiming at the preservation of the trend of the improvement of teacher education in the period of the reduction of the financial means allotted for the organization of INSET in some countries,
- prompt introduction of new information technology into schools and the training of teachers for its application aimed at the improvement of educational process,
- efforts at interlinkage, unification and integration of individual forms of INSET and establishment of well functioning systems of INSET.

Part of the research project launched within the scientific and technological cooperation of CMEA countries in the field of educational sciences for the years 1981 - 1985 was the scientific symposium of the representatives of research institutes dealing with in-service education of educational personnel from Bulgaria, Czechoslovakia, Cuba, Hungary, GDR, Poland, Rumania and the USSR devoted to the major trends of the research and methods of INSET /Prague 1983/ /Tmej 1986/.

The participants in this meeting have pointed out that purposeful and systematic work with educational personnel is one of the main pre-requisites for the improvement of educational systems in individual countries. In this connection the necessity has been emphasized of the improvement of INSET, which should be oriented in such a way to become an irreplaceable tool of raising the quality of educational activity.

In the eighties there appears in the socialist countries a more pronounced inner differentiation within the uniform INSET systems, and mainly with regard to the specificities of individual categories of educational personnel, i.e. not only teachers at various levels and types of schools or teachers of various specialization groups, but also educators, instructors of workshop training, educational counsellors and educational administrators - including principals, supervisors as well as administrators from the bodies entrusted with the management of the whole educational system. Special attention should be devoted to the identification and fulfilment of specific needs and interests of educational personnel, respecting also individual phases of their pedagogical activity.

The present development of science, technology, arts and social practice has found its reflection in the system of education, it brings about the changes in the role of the school and new demands to the specialized and social activity of educational personnel. INSET is adapting itself to these tendencies. As a result in the process of its improvement there arises the problem of functionality and efficiency with regard to topical tasks and perspective tendencies of the system of education. This trend is followed also by research.

The symposium has considered the questions of self-education of educational personnel which should lead through inner motivation to the improvement of educational activity mainly on the basis of developing and mastering the ability to fluently respond to the changing demands of the society.

Within the problem area of evaluation great importance has been attached to the motivation effect and the necessity of scientific identification and determination of objective criteria for the assessment of the teacher's work in the educational process, the criteria for his professional competence

as well as to the necessity of developing diagnostic methods allowing to measure the efficiency of INSET.

From the viewpoint of organization the school is considered a suitable place where systematic INSET is incorporated directly into this educational institution and is carried out simultaneously with the fulfilment of regular duties of educational personnel. This method directly contributes to the planned introduction of the latest knowledge of educational theory into practice as well as to the improvement of educational process.

The participants in the symposium have emphasized that the uniform INSET system requires the deepening in the nearest future of mutual cooperation among institutions within the educational system as well as out of it which participate in the process of INSET. This applies to the following institutions:

- all schools and educational establishments where in-service training accompanies the educational activity of teachers
- institutions specialized in INSET
- secondary schools and higher education institutions for teacher training
- institutions and organizations carrying out the process of INSET outside the framework of the educational system, i.e. various political and social organizations, research institutes and societies
- mass media disseminating educational knowledge
- libraries and institutions in socialist countries introducing educational technology into practice.

Not fully solved may still be considered the problem area of the modernization of educational process, mainly in the field of specialized didactics, development and application of new information technology.

Great emphasis is put on a well conceived, properly organized and coordinated research which is in the investigated period oriented to the personality of the teacher, his role and status in the present socialist society. Connected with the solution of this basic question are many other research themes related to the system, concept, content and methods of INSET, to the training of educational administrators, the development of the system of pedagogical professions, classifications and specializations etc.

Apart from national reports on the state of the art of INSET in individual countries and information on the conclusions of research projects the symposium has considered also the following issues:

- optimization of the content of the process of in-service education of educational personnel
- comprehensive approach to the in-service education of foreign teachers
- scientific pedagogical principles for the development of syllabi and curricula of INSET courses
- content and methodology of INSET
- pedagogical and psychological aspects of INSET
- analysis of educational situations in the training of teachers

- the role of pedagogical theory in the system of INSET
- system approach to the investigation of educational phenomena.

In the second half of the eighties there occurs in all socialist countries the restructuring, re-evaluation and further development of the system of education. Of greatest importance in this respect are considered the changes in the educational activity of the teacher and other educational personnel the prompt introduction of which into practice is the priority task of INSET.

One of the most important project in this respect which was accomplished in the second half of the eighties may be considered the Unesco Research Project No. 13 which has devoted special attention to the confrontation of INSET concepts and the characterization of its models /Hoeben 1986/.

The conclusions of the Research Project have proved the variety of INSET concepts in individual countries in dependence on various socio-political, economic, cultural and social conditions. However, at the same time it has pointed out their uniform postulates emphasizing the impact of the teacher on the quality of education. Similarly unanimous is the idea of lifelong education of teachers. Of optimum nature is according to the authors of the Project such a concept which is thoroughly topical, i.e. which facilitates and accelerates the adaptation of the teacher to the changes in the society.

INSET concepts are influenced not only by the very needs of the teacher and his/her experience from educational process but also by the changing needs of pupils/students or their parents. Equal importance is attached to the evaluation of the teacher which also produces incentives to the improvement of the INSET concept. Many critical comments have also been expressed concerning some aspects of the existing INSET concepts, such as the rigidity of programmes, insufficient participation of teachers in their development, lack of applicable methods of the evaluation of the efficiency of the content and forms of INSET, as well as the evaluation of the teacher attending or graduated from the course or another form of INSET. Criticism has also been passed on some negative aspects of planning, administration and organization of INSET. In many countries the problems of the concept and implementation of INSET are multiplied by the lack of financial means and the growing rate of unemployment of teachers. In the course of the Project also other negative factors have been identified which influence the concept of INSET, i.e. inadequate moral and material stimulation of teachers in INSET or their disbelief in its efficiency.

The heterogeneity of the INSET concepts has found its reflection also in its models which may be on principle divided into the two following groups:

- models initiated by superior educational bodies or/even if less frequently/ by the school,
- models based on the initiative of teachers.

Optimum conditions can be achieved by the combination of these two models.

The authors of the presented Project have come to several important conclusions and recommendations for the improvement of INSET. Their suggestions concern the postulates and the justification of INSET, its objectives, systems and models, evaluation and research in the field of INSET.

As concerns the basic postulates in all investigated countries x/ INSET is both in the explicit and implicit ways considered a tool of the acceptance of social and educational changes. Each country has its specific conditions within which INSET is being developed and implemented in order to meet to the maximum possible extent the specific needs of concrete teachers and systems in the concrete country. Despite the emphasized uniqueness of the experience of each country there exist some common trends.

This applies mainly to the increase of the participation of teachers in the development of programmes, their evaluation as well as in the organization of INSET, school-oriented INSET, innovation of the content and extension of the duration of individual forms of INSET which would allow to include apart from lectures and seminars also the practical application of the acquired knowledge. The aim of INSET is not only provide the teacher with the solution of concrete problems but it should also systematically furnish him with general knowledge on the solution of this /or any other/ problem arising from the educational practice.

Ensuing from the comparative analysis are the following objectives of INSET:

- 1/ improvement of professional skills of teachers
- 2/ improvement of educational process
- 3/ development of the personality of the teacher
- 4/ development of the school as such
- 5/ mediation of innovations and changes in the society and in the orientation of education.

The differentiation of the objectives has reflected also the relations between objectives and needs: the objectives reflect either the needs of individual teachers /or groups of teachers/ or the needs of schools /or local educational authorities/ or the needs of the whole society.

The most suitable is considered the application of various strategies so that all mentioned needs could be satisfied and all mentioned objectives appropriately combined.

On the basis of the comparative analysis it has also been found out that it is impossible to express the relationship between the characteristics of various systems and specific models and trends as well as their efficiency. However, the correlation has been proved between the level of centralization and the level of integration of INSET: the lower the level of centralization, the more isolated INSET and, vice versa, higher level of centralization results in a higher integration of INSET in the system of lifelong education.

It is recommended to create conditions suitable for increasing the efficiency of the INSET system. Among them are the following:

- incorporation of INSET in the system of lifelong education

x/NOTE: The authors of the Project have considered the facts on INSET in Czechoslovakia, Finland, the Netherlands, FRG, Austria and thanks to Unesco they had at their disposal a sufficient amount of information from the international viewpoint.

- its closer follow-up to the pre-service training
- enhancement of the motivation of teachers for further self-education
- the connection between in-service education and the career and professional promotion of the teacher
- adequate financial and material support to INSET
- improvement of the activity of teachers-lecturers engaged in INSET.

The diversification of theoretical postulates and approaches to INSET has prevented the authors from coming to the conclusion as to which model is ideal. It can be only stated that individual models or forms have certain advantages, however, their general evaluation will require further research specifically oriented mainly to the assessment of their efficiency.

The assessment of the successfulness and effectiveness of INSET lacks a suitable research basis. If the assessment of INSET is carried out at all it is oriented predominantly to the evaluation of the satisfaction of the attendees of courses or participants in other forms of education. The Project accentuates the necessity to launch a research project which would prove the rate of efficiency of INSET in connection with its objectives, concept, model, content, etc. - all factors shaping INSET. The authors of the presented Project recommend to organize the research on INSET and within INSET on the international level as it is ever more evident that there exist a lot of common problems the solution of which would contribute to the general improvement on INSET regardless of specific conditions in individual countries.

x x x

CONCLUSIONS

Recapitulating briefly on the basis of the literature studies and the three above mentioned illustrating activities the characteristics of INSET in the eighties of our century in the countries of the Europe region the following facts should be pointed out:

- The changing and growing demands of the contemporary society have an impact also on INSET which is being improved in all respects.
- Despite all achievements of science and technology influencing mainly the educational "technology" the teacher remains the leading factor of educational process.
- His/her activity turns into the scientific activity being realized in the conditions of educational process.
- The substance of lifelong education consists in the changing of the teacher's attitudes, and namely the attitude to pupils/students, their parents, colleagues, as well as to the changing demands of the society and to himself/herself as the self-actualizing subject of educational process.
- The self-education principle is being emphasized.
- The original broad concepts of INSET tend to be more specific which suits better the needs of the present teachers.

- The attention of INSET is purposefully concentrated on the beginning teacher and other categories of educational personnel.
- Profile themes are being included in the content of INSET pertaining to the solution of the so-called global problems of humankind, inclusive the computer literacy.
- The active participation of the teacher in the development, implementation and evaluation of INSET programmes is being deepened.
- Specific needs of teacher are being identified also with regard to individual phases of their educational activity.
- The involvement of teachers in research and publication activity is being increased ensuing from the needs of INSET.
- There occurs a great diversification and organizational multiformity of INSET.
- Also groups of higher education teachers and teachers engaged in INSET participate in in-service education.
- Of growing nature are international activities in the field of INSET emphasizing the tendencies to coordination.

The concept of INSET in the investigated period may be briefly characterized as follows:

- INSET is a necessary and at the same time natural supplement to teacher education, it has become an integral component of lifelong education of teachers
- INSET is not only a tool of increasing the ability of the teacher to solve his/her own problems arising from educational process in a concrete school, but also a means to increasing the abilities of solving these as well as more general problems on the basis of research activity.
- INSET is a tool of innovations in education manifested in practice as the tool of adequate respond of the school to the changes in the society.
- INSET is also an instrument for ensuring the coordination between the increasing demands of the modern society, ensuing from them demands of educational policy and the justified needs of individual schools, teams of teachers as well as individual teachers.
- INSET helps the teacher acquire the necessary experience from the confrontation of theory and practice, contributes to his professional development, as a follow-up to the preceding initial training it helps him amplify his educational repertory, assume adequate attitudes and through all this meet promptly and to the maximum possible extent the demands of the contemporary society.

Despite many positive achievements accomplished by INSET in the eighties there still are open problems the most important of which may be considered the following:

- lack of time and often also lack of financial means or motivation of the interest of teachers in better utilization of various forms of INSET,
- hardly tangible efficiency of individual forms of INSET, its content, concept, systems, methods, means, etc.
- insufficient integration, unification and interlinkage of INSET forms,

- difficulty of coordination of individual needs of teachers with the needs of a group /collective/ of teachers, the school, educational system and policy,
- great content and organizational scatter hindering the objective assessment of individual forms as well as whole system of INSET, and the evaluation of teachers participating in INSET
- lack of applicable diagnostic methods for the evaluation of the efficiency of INSET,
- difficulty of assessing the efficiency of the impact of INSET on pupils/ students
- difficulty of identification of institutional and system needs /if the needs are identified at all then only with regard to the individuality of the teacher/,
- limitation of the transfer of knowledge and skills gained through the INSET courses to the practice of educational process.
- underdeveloped cooperation network of educational information mainly in the field of in-service education of higher education teachers.

The aforementioned problems should and some of them already have become the subject of various scientific research, analytical and synthetical works dealing with INSET on various levels - starting from the works of local nature up to extensive activities in the international field. And it is namely the present stage which has brought about the increase of the activity in the field of scientific as well as field research on INSET and the increase of the frequency of the issues of INSET in the thematic orientation of many international conferences and other similar meetings.

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Part 2

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COMPARATIVE ANALYSIS OF THE INFORMATION PROCESS
IN THE FIELD OF IN-SERVICE TRAINING OF EDUCATIONAL PERSONNEL

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PROJECT INTRODUCTION

PhDr. Hana Procházková

The communication in the field of in-service training of educational personnel has in itself an incoordinate character both on the national and international level. It is not always and everywhere fixed in documents and its system may be considered open. The information process regulated /1/ by the European Information Centre for Further Education of Teachers (EIC-FET) on the basis of the acquisition policy in the field of gathering information sources, the application of thesaurus in the development of the regional data base INSTEP (In-service Training of Educational Personnel) and the distribution strategy within the dissemination of information publications and services is an arranged and relatively closed system. The level of its arrangement thus ensures the relevance, proportionality and selectivity in facilitating the access to information in compliance with the mission of EIC-FET.

The set of information sources gathered on the issues of INSTEP for the period of 17 years on the international level has an indisputable information potential; such a file was in EIC-FET documentation unit processed till the end of 1986. This has enabled EIC-FET to provide in the course of the whole decade of its information activity differentiated information services for the users in the Europe region ^{x/} and through Unesco all over the world. And also specialists from EIC-FET have had the possibility on the basis of the selection from the file, to prepare reviews and analytical studies /2/ the series of which has been rounded off by the study elaborated by M.Černá, included in the first part of this publication.

The mentioned set of sources, usable and utilized on a multiaspect basis, has in this system both an information and sciential potential. The application of sciometric methods of the analysis of communication projected in the information process allow to identify quantitative aspects of phenomena of mass occurrence and through the qualitative analysis deduce from them the character of their correlations or the possibilities to influence these relations with the aim of making the information services more efficient.

The methodological apparatus of information sciences facilitated the bibliometric study of information file of the given problem area where each bibliographic unit was characterized e.g. from the viewpoint of the provenance and type of information source, but it also made it possible to cover the content structure of these sources on the level of statistical analysis of the set of applied indexing units. Apart from that one of the components of this apparatus was also a feedback survey of users and/or suppliers of information which allowed to determine their profiles and application competence in the reality of the given information area.

It may be illustrated by a concrete example that bibliometric findings had not only a cognitive value but also practical implications for the regulation of information practice. We singled out from the viewpoint of types of sources a set of journal articles as statistical units. Then we coordinated

x/ The Europe region comprises according to international conventions also the USA and Canada (Helsinki 1975) and Israel (Nairobi 1976).

each of them with the title of the journal in which it was published as the variable aspect. We arranged the inverted set of these journals according to degressive frequency of the articles comprised which had been relevant for and thus registered in the INSTEP data base. On this basis, using the Bradford's law of information scattering (and its further modifications), it was possible to ascertain the character of the studied problem area from the viewpoint of the EIC-FET acquisition policy; furthermore it was possible by means of the identification of Brooks' coefficient to determine /a/ the economical number of periodicals to be subscribed, /b/ which other periodicals should be included in the regular excerption policy by monitoring in the central education library (and then selected articles are reproduces on microfiche for the EIC-FET library) and /c/ which periodicals, representing the variable part of the set even if international and covering several years but from the viewpoint of statistics with a low representative frequency (usually per one article concerning INSTEP each), should be taken into account only on a secondary level within the annual thematic control of the completeness of the resources of information, such as remote data bases or bibliographic periodicals.

The outcomes of the first stage of the survey of the information file carried out by EIC-FET were presented on an international forum in 1983 /3/. They included the findings acquired through the bibliometric analysis of selected information sources for the years 1970 - 1982 and the classification analysis of information comprised in these resources (the so-called information supply). They were followed by a sociological analysis of the international inquiry of users' requirements and needs (the so-called information demand) carried out in the years 1979 - 1981.

The results of the second stage of the research are presented in this study which has dealt with the content as well as the types and provenance of information sources issued in the years 1983 - 1986 and incorporated into the newly arranged INSTEP data base with regard to its computerization. Identified have also been the profiles of the users of the EIC-FET information services on the basis of the inquiry realized in the years 1985 - 1987. Moreover the study offers a comparative analysis of both stages with the aim to cover the changes having occurred in connection with the development of the field itself, with the improvement of information methodology and technology in EIC-FET and with the differentiation within the user population in the field of the Centre's competence on the international level.

The investigation has covered the three following problem areas:

- content structure of information gathered by EIC-FET in the years 1983 - 1986 within the Europe region for its own INSTEP data base and on the world-wide level for the IBEDOC data base operated by the International Bureau of Education (Unesco/IBE) in Geneva, and namely by means of frequency analysis of descriptors aimed at feedback evaluation of the selection of information and verification of indexing efficiency of descriptors within the respective thesauri;
- type and provenance structure of information sources acquired by the EIC-FET library in the years 1983 - 1986 as the primary file of INSTEP data base, and namely by means of bibliometric analysis aimed at feedback regulation of acquisition policy and verification of the methodology of processing these resources and of facilitating access to them;

- profiles of the users of the EIC-FET information services carried out in the years 1985 - 1987 by means of a sociological method of international inquiry followed by the analysis of structure of the users from the viewpoint of the range of their impact of information utilization, the interests of respondents both as the recipients and suppliers of information and their geographical mapping.

The results of the research have rendered possible the comparative analysis of the following aspects of

- . t i m e - through the comparison of the structure and behaviour of the given phenomena within the investigated period with analogical data acquired during the preceding stage, e.g. increased interest of authors of publications in certain topics and need of a more analytical processing of sources,
- . s p a c e - through the comparison of geographical proportions of certain phenomena, such as individual countries ^{x/} as the subject of information, as the place of the publication of a source or as the user nationality, which allows the identification and regulation of the information process,
- . o r d e r i n g - through the comparison of the logical structure of the specialized thesaurus developed in EIC-FET for the INSTEP data base and the Unesco/IBE Education Thesaurus from the viewpoint of the deductive/inductive retrieval strategy in the computerized data bases.

The following reports present the evaluation of the research results including Annexes with graphical representation for the three partial reports respectively. In the course of elaborating and evaluating the material the following aspects have been taken into account:

- 1/ Implications in all phases of the EIC-FET information activity from the viewpoint of raising its efficiency;
- 2/ Recommendations of the consultative meeting of the European experts (Prague 1983) /4/ which dealt with the evaluation of information and research priorities in the field of in-service teacher education within the second medium-term plan of Unesco activities in the period 1984 - 1989. They concerned mainly:
 - the active orientation to both the "recipient" and the "supplier" of information in the network,
 - differentiated selection of information and its target dissemination directly or through mediating institutions,
 - effective utilization of contemporary information technology including the existing mechanisms of its application on the international level, mainly those of Unesco.

x/ The countries are presented according to the international Unesco/IBE Education Thesaurus, Fourth revised edition, Geneva 1984.

CONTENT STRUCTURE OF INFORMATION

Research Report no. 1

PhDr. Jitka Hradilová

The content structure of information on in-service training of educational personnel (INSTEP), gathered by EIC-FET, expresses not only the content of the information services provided, but with regard to a relatively extensive excerption basis it also reflects the orientation and trends of educational policy and publication activity of specialists and institutions engaged in the given field as well as in related fields. Unlike the provenance analysis of information sources (see Research Report no. 2) which may reveal to a certain extent distorted facts resulting from different intensity of cooperation between EIC-FET and the institutions in individual countries as well as from different level of interest of these institutions to present their results on an international level, the outcomes of the content analysis may have a more general validity.

The INSTEP data base developed in EIC-FET in the years 1983 - 1986 has been studied by means of frequency analysis of descriptors used for indexing the content (i.e. the subjects dealt) of the bibliographically covered works. In comparison with previous years this analysis has been facilitated by a qualitatively higher level of subject ordering of information.

Until 1983 the information gathered by EIC-FET had been followed, stored and disseminated by means of storage and a retrieval system where the problem area of INSTEP was viewed from the following four viewpoints, and namely from the viewpoint of general aspects (e.g. educational reforms, educational policy) from the viewpoint of specific aspects (e.g. pedagogical and psychological training, mass media and audiovisual technology), from the viewpoint of individual types and levels of schools and the respective categories of educational personnel (e.g. primary school teachers, secondary school teachers) and from the viewpoint of individual teaching subjects and fields of education (e.g. mathematics teachers, environmental education). This system was applied in the first four volumes of selective annotated bibliography (for 1970 - 1982) "Further education of teachers" issued by EIC-FET as well as in the retrospective bibliography "In-service teacher education" (covering the years 1974 - 1979) prepared by EIC-FET under contract for Unesco/IBE.

Simultaneously with this retrieval system the cooperation with Unesco/IBE in the field of developing IBEDOC international data base under contracts to Unesco/IBE within the programme launched by Unesco/ED/HEP (Division of Higher Education and Training of Educational Personnel in Unesco Education Sector) as a follow-up to the mentioned retrospective bibliography, i.e. starting from 1980, had called for a different view of the INSTEP problem area, and namely from the viewpoint of the whole field of education in compliance with the Unesco/IBE Education Thesaurus. In contrast to the above mentioned systematic ordering this subject approach allows to combine relatively unlimited number of query aspects (descriptors). However, it has been found out that the broad thematic range of Unesco/IBE Education Thesaurus has made it impossible to cover the INSTEP problem area in detail.

On the basis of the existing experience EIC-FET has decided to develop such a retrieval system which would wed the advantages of both mentioned systems,

a thesaurus specifically oriented to the application to the INSTEP data base. At present alphabetical list of descriptors in the Czech, English and Russian versions have been completed, respecting the Czechoslovak branch education thesaurus in case of the Czech version and the Unesco/IBE Education Thesaurus in case of the English version. As concerns the Russian version the Russian translation of Unesco/IBE Education Thesaurus has been taken into account, however, individual descriptors have been tailored to the terminology used in national and international official documents and in the Soviet specialized educational press.

The EIC-FET thesaurus has been experimentally proved on the already mentioned INSTEP data base, developed through Ekaha mechanical inverted retrieval system as a preparation for the computerization by means of the IBM microcomputer using the Unesco Micro CDS/ISIS documentation program.

The EIC-FET thesaurus comprises at present 494 descriptors, 80 % (398) out of which represent the Czech equivalents of the Unesco/IBE Education Thesaurus descriptors. The remaining 20 % of descriptors are different, and namely from the following two viewpoints:

- a/ descriptors denoting facts specific only for the INSTEP problem area (e.g. school-based education, school-focused education, specialization study, extension study, etc.)
- b/ descriptors denoting the reality specific only for some systems of education having, however, a more general validity (e.g. pedeutology, cooperating teachers, etc.)

The proportions of descriptors of the Unesco/IBE Education Thesaurus and the EIC-FET thesaurus are illustrated by Annex 1.1.

On the basis of the descriptor analysis of the set of abstracts prepared for the IBEDOC international data base in the years 1983 - 1986 (400 abstracts) it has been found out that out of the total number of 2 940 descriptors of the Fourth revised edition of the Unesco/IBE Education Thesaurus of 1984 32 % (i.e. 935 descriptors) have been used for indexing the problem area of INSTEP. Out of this number 11 % have corresponded simultaneously to the descriptors of the EIC-FET thesaurus (see Annex 1.2).

Regardless of information aspects of the analysis outcomes we may assume that the INSTEP problem area is to the similar extend reflected in the whole field of education.

The most frequent facets within the fields of the Unesco/IBE Education Thesaurus are presented in Annex 1.3.

The results of the descriptor analysis of the INSTEP data base (1983-1986), expressing the proportionality of individual thematic groups (facets) in comparison with the results from the period of 1970 - 1982, are in absolute values of the numbers of indexing operations presented in Annexes 1.4 - 1.7. The indexing operation, i.e. the application of a descriptor, serves in this part as a statistical unit.

In order to be able to compare the results of the descriptor analysis of the information stored in the INSTEP data base in 1983 - 1986 with the results of the classification analysis of the EIC-FET information supply in 1970 - 1982 carried out within the research in 1983 /3/, and thus cover the development of the investigated problem area in the whole period (1970 - 1986), it was necessary to unify both retrieval systems applied. The subject descriptors of the EIC-FET thesaurus have been for this purpose arranged according to the thematic groups corresponding to the structure of the previously applied system. In the next phase of the development of the EIC-FET thesaurus this arrangement will become the basis for developing faceted array of descriptors.

Within the comparison the unequal span of the investigated periods has been neglected with regard to the fact that the volume of information sets was in both periods almost identical (approx. 1,600 units), because the analysis concerning the years 1970 - 1982 covered only the information published in the EIC-FET bibliographies or supplied to IBEDOC international data base (representative selection), while in case of the period 1983 - 1986 the data base as a whole was taken into account.

Further it was necessary to take into account the fact that the classification/indexing procedures had been carried out on various levels of the retrieval system: in the period 1970 - 1982 on the level of thematic groups (facets) and in the period 1983 - 1986 on the level of more detailed subject headings (descriptors) within these thematic groups. This had to a certain extent distorted the quantitative aspect of the EIC-FET information services but on the other hand it had stressed the qualitative aspect of the EIC-FET information supply, consisting in in-depth analytical processing of information on INSTEP and in a multiaspect approach to it.

However, despite the mentioned influencing factors it is apparent that there are general tendencies manifesting themselves in the field of INSTEP in the whole course of 17 years (1970 - 1986) of bibliographic control in EIC-FET.

The diagram presenting the thematic group I "General issues of INSTEP" (Annex 1.4) shows an evident upsurge in the volume of information on INSTEP systems in individual countries. Following them are issues pertaining to the relationship between educational policy and INSTEP, and INSTEP forms and methods.

In contrast to these thematic subgroups, the attention devoted to individual INSTEP institutions which ranked among the first in the previous investigated period, has somewhat decreased. The interest has been adequately increased in the problem area of the status of the teacher from the social viewpoint as well as from the viewpoint of professional recognition and in the results of educational research in the field of INSTEP. Almost the same level is still taken up by the issues of lifelong education and adult education as well as of INSTEP projects and programmes.

The group II "Specific aspects of INSTEP" (Annex 1.5) manifests an evident increase in attention devoted to the introduction of up-to-date educational technology into the educational process, and mainly the computer and audiovisual technology, as well as the need for in-service training in this field.

Also the role of information systems and their services has increased. However, dominating in the diagrams is the world-wide trend in the development of teacher qualification manifesting itself in a considerable accent on pedagogical and psychological components of teacher education.

This trend is reflected first of all in the education of teachers at the secondary and tertiary levels of education as it is apparent in the Annex 1.6, presenting the thematic group III "Teachers of individual types and levels of schools and categories of educational personnel". Contradicting this trend is the lesser representation of teachers from vocational secondary schools and vocational training centres. The main reason for this is most probably the fact, that the training of this category of teachers is not everywhere the concern of the educational but industrial branch and thus gets partially beyond the framework of the investigated field.

As concerns higher education teachers they represent the most observed category of educational personnel even from many different aspects. Considerable attention is devoted also to educational administrators. In comparison with the set covering the years 1970 - 1982 a new category has been singled out and independently studied for the period 1983 - 1986, and namely the category of educational researchers as a subject of interest of the authors of specialist educational literature.

The last thematic group IV "Teachers of particular disciplines and fields of education" presented in Annex 1.7 is the least numerous as it was in the previous period. There the selection has been based on the principle to gather only the information of a general validity, less the sources from the field of subject didactics, avoiding in-service training in subject specialization at all.

The content structure of INSTEP information from the geographical viewpoint is in compliance with the orientation of the EIC-FET information activity to the countries of the Europe region with special regard to the countries of socialist community. It reflects the intensity of activities carried out in the individual countries in the field of INSTEP as well as the initiative with which their outcomes are publicized.

This picture is not under the influence of information provenance since very often INSTEP information in a certain country is published for its specialist and information value in the press of other countries or, and this even more often, on the international level (mainly within Unesco, CMEA, Council of Europe, OECD, ATEE, EARDHE, ICET, etc.).

Incomparable with other countries is only the volume of INSTEP information in Czechoslovakia where it is necessary to take into account the fact that EIC-FET, apart from its regional European competence, serves also as an information and reference centre on the national level.

Ensuing from the frequency of geographical identifiers in Annex 1.8 is the fact that as concerns socialist countries the greatest amount of information has been gathered on INSTEP in the USSR and then in Bulgaria, Poland, the GDR,

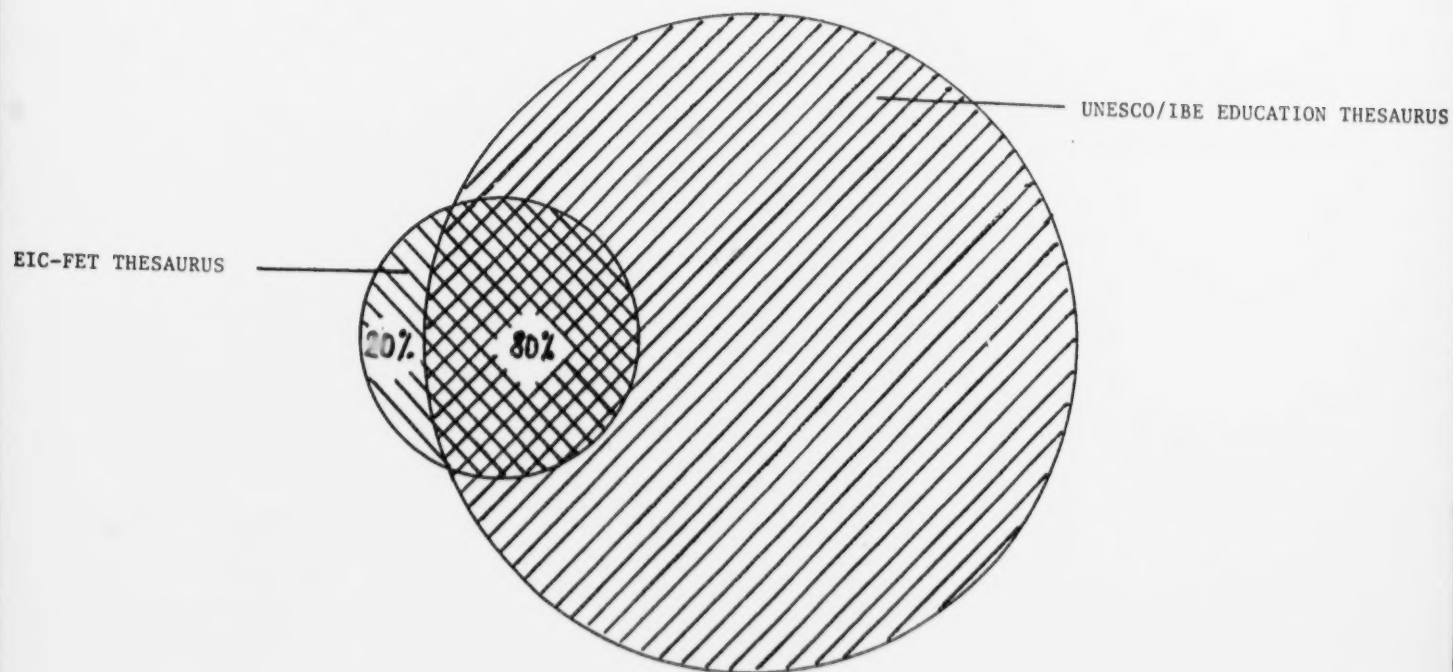
Hungary and Romania. Among other countries of the Europe region ranking first are the United Kingdom and the USA (see also the comparison in Annex 3.9).

Information of INSTEP in the regions outside Europe concerns mainly the developing countries of Asia, Africa and Latin America, and they occur in the set in the connection with world-wide coverage of information which EIC-FET processes under contract for Unesco/IBE.

Content structure of information

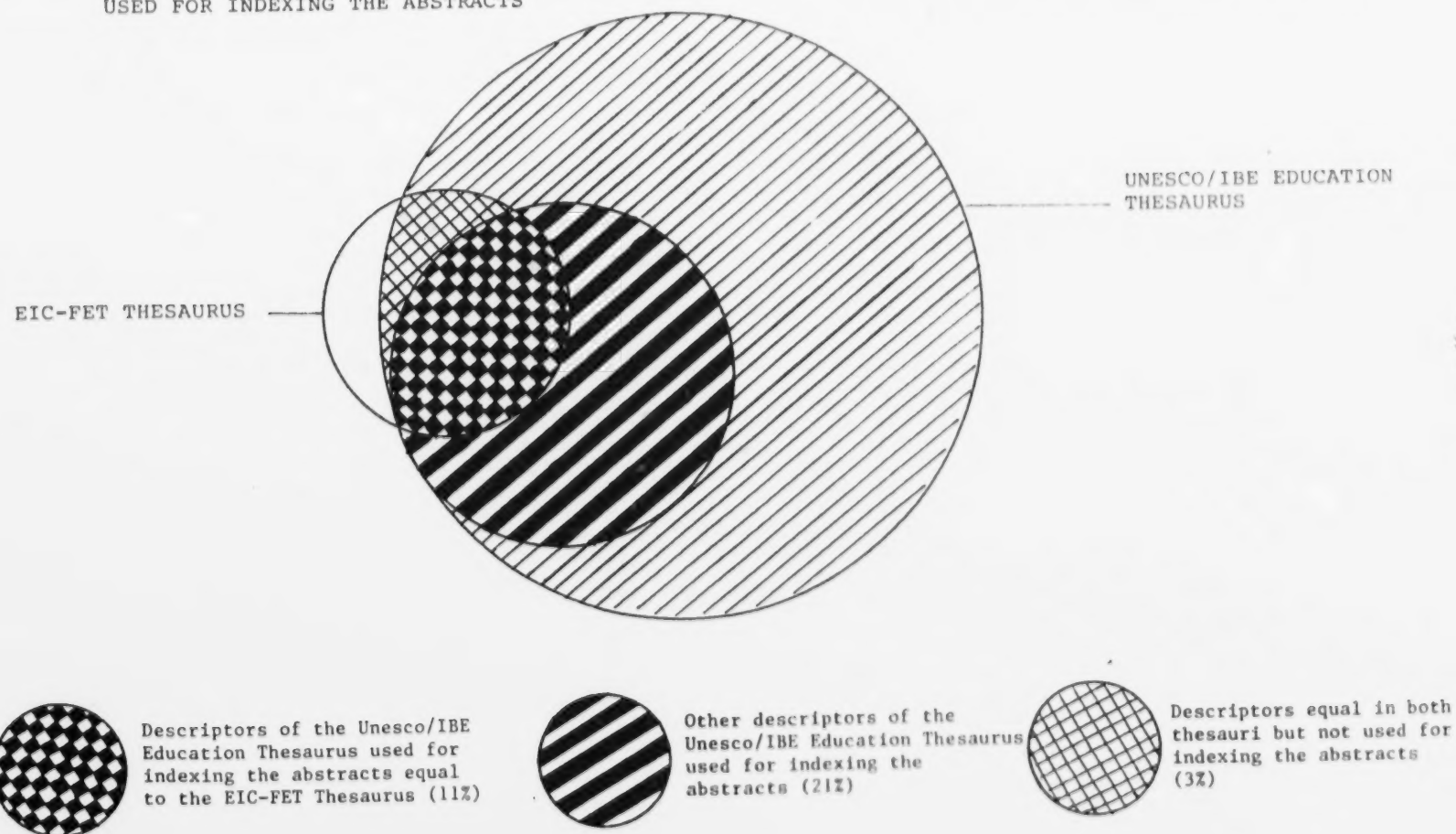
Annex 1.1

THE RATIO OF THE EIC-FET THESAURUS TO THE UNESCO/IBE EDUCATION THESAURUS



Content structure of information

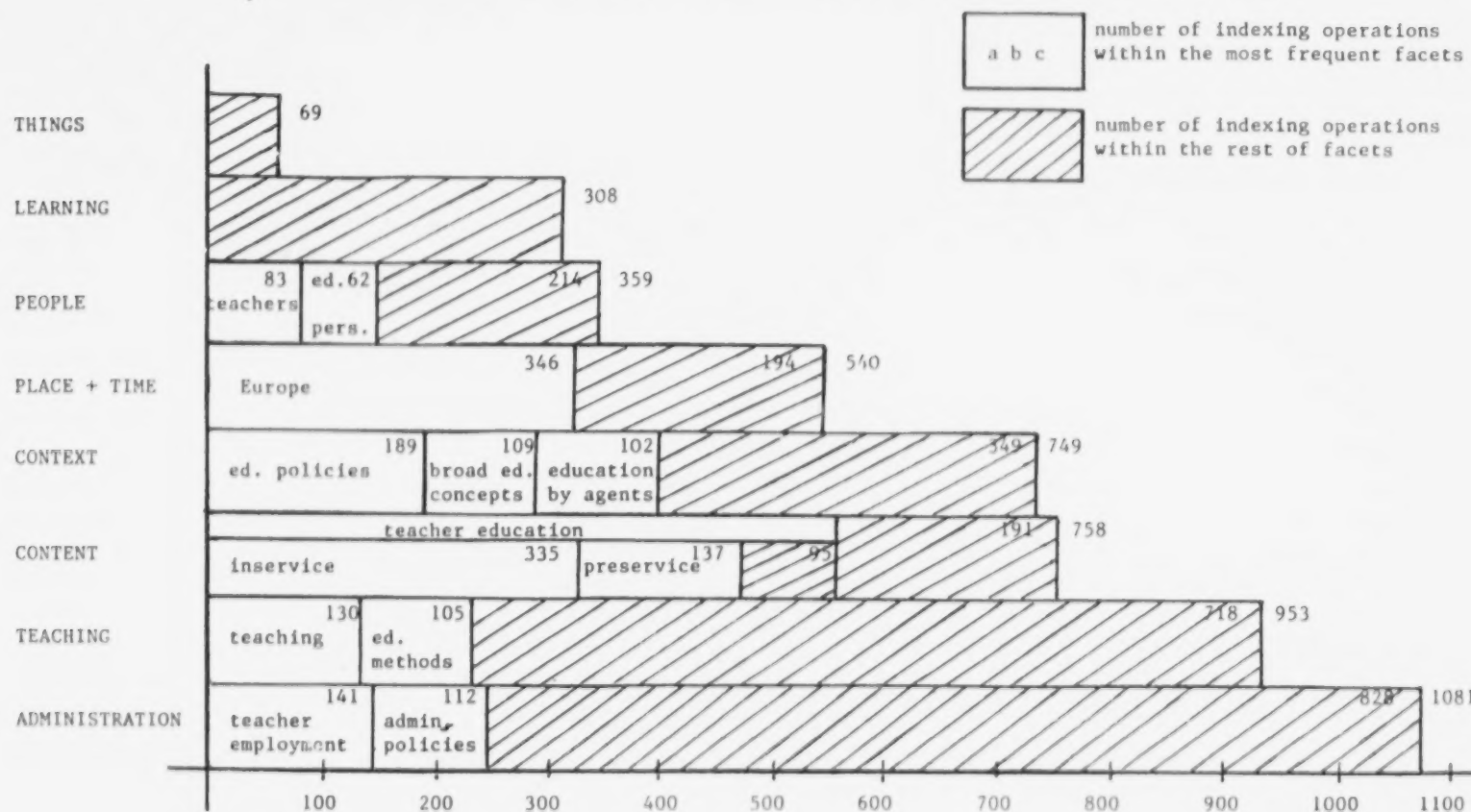
RELATIONS BETWEEN THE EIC-FET THESAURUS AND THE DESCRIPTORS OF UNESCO/IBE EDUCATION THESAURUS
USED FOR INDEXING THE ABSTRACTS



- 45 -

Content structure of information

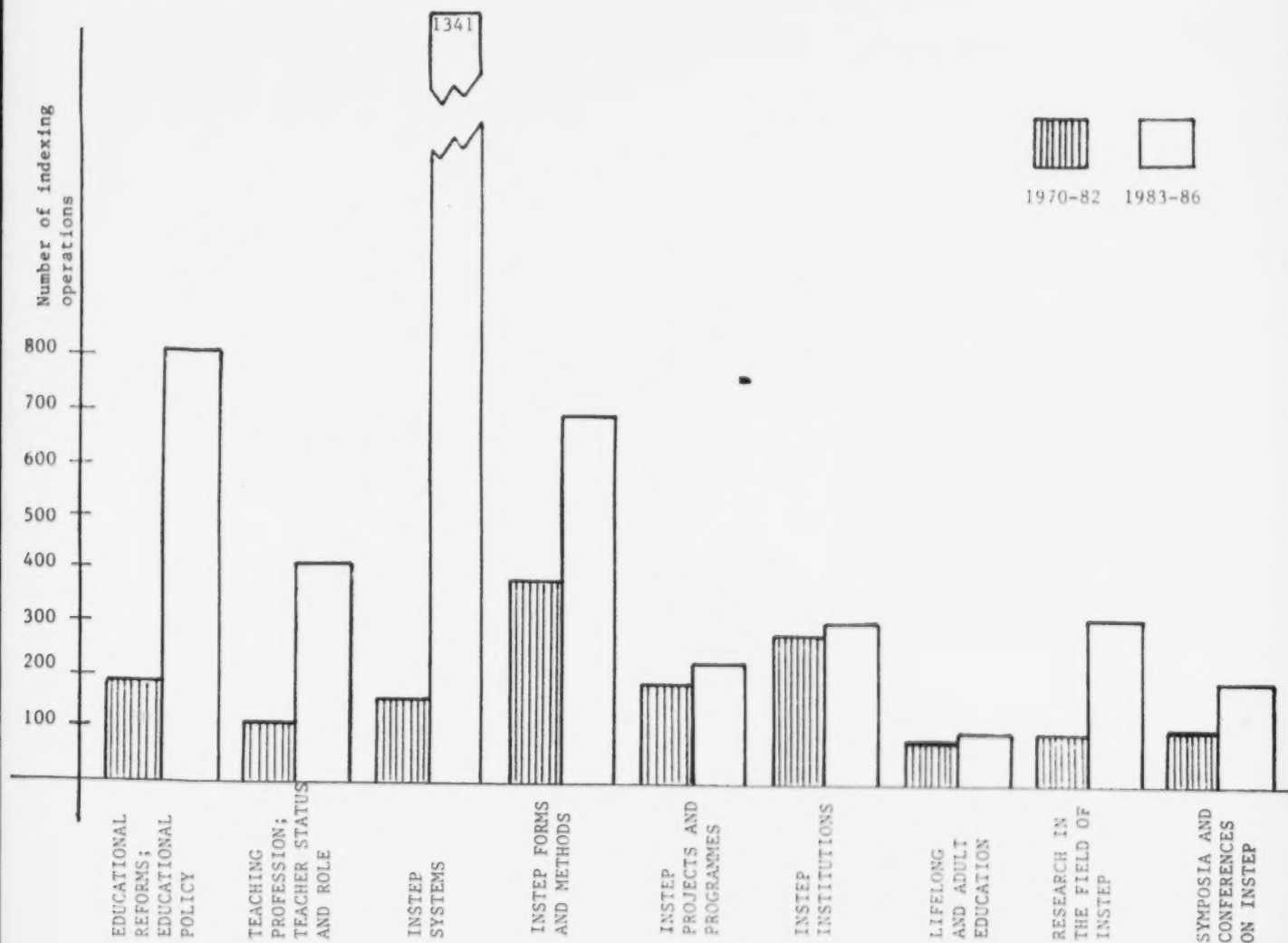
FREQUENCY OF INDEXING OPERATIONS WITHIN THE FIELDS AND FACETS OF THE UNESCO/IBE EDUCATION THESAURUS



Content structure of information

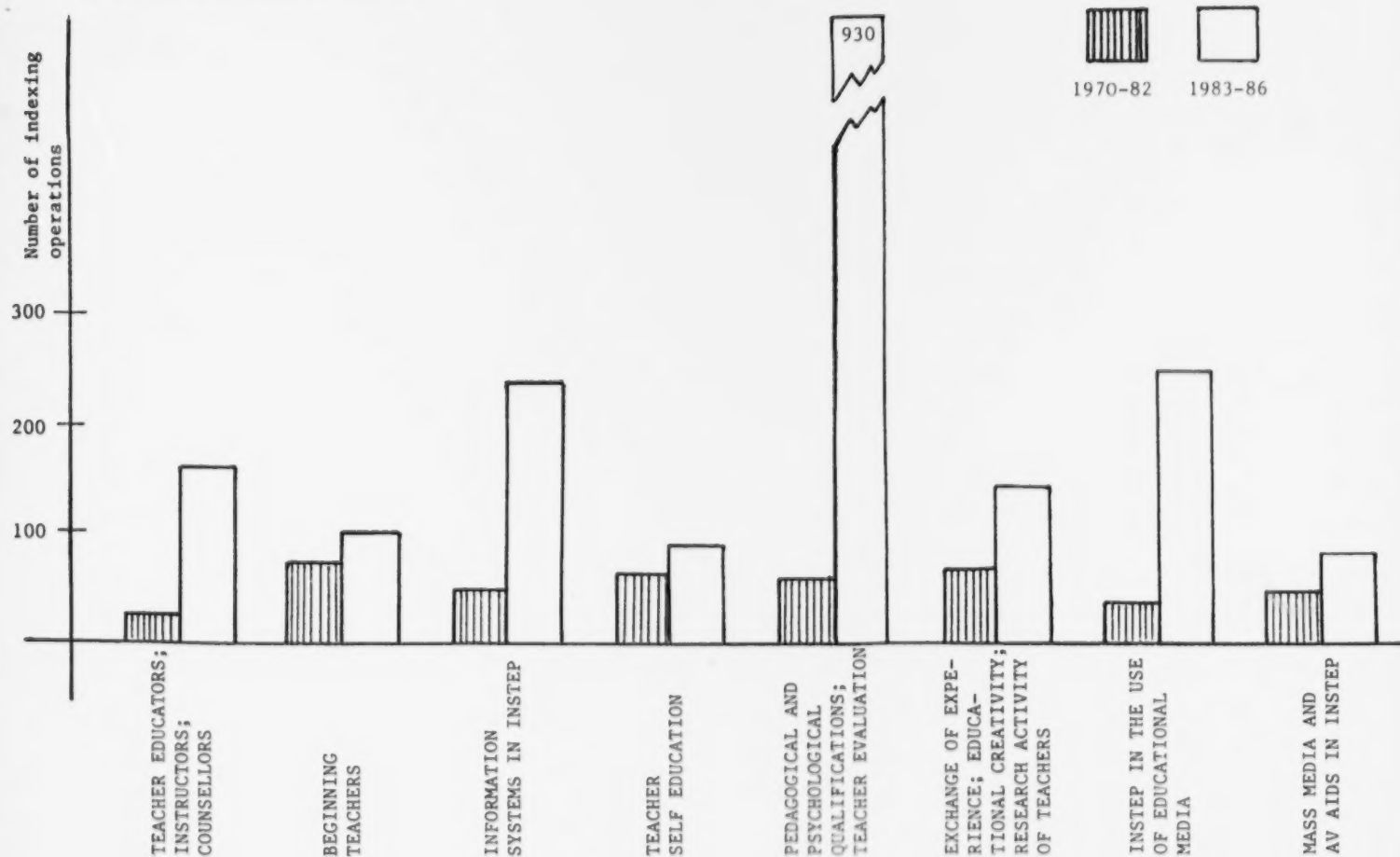
Annex 1

I GENERAL ISSUES OF INSTEP

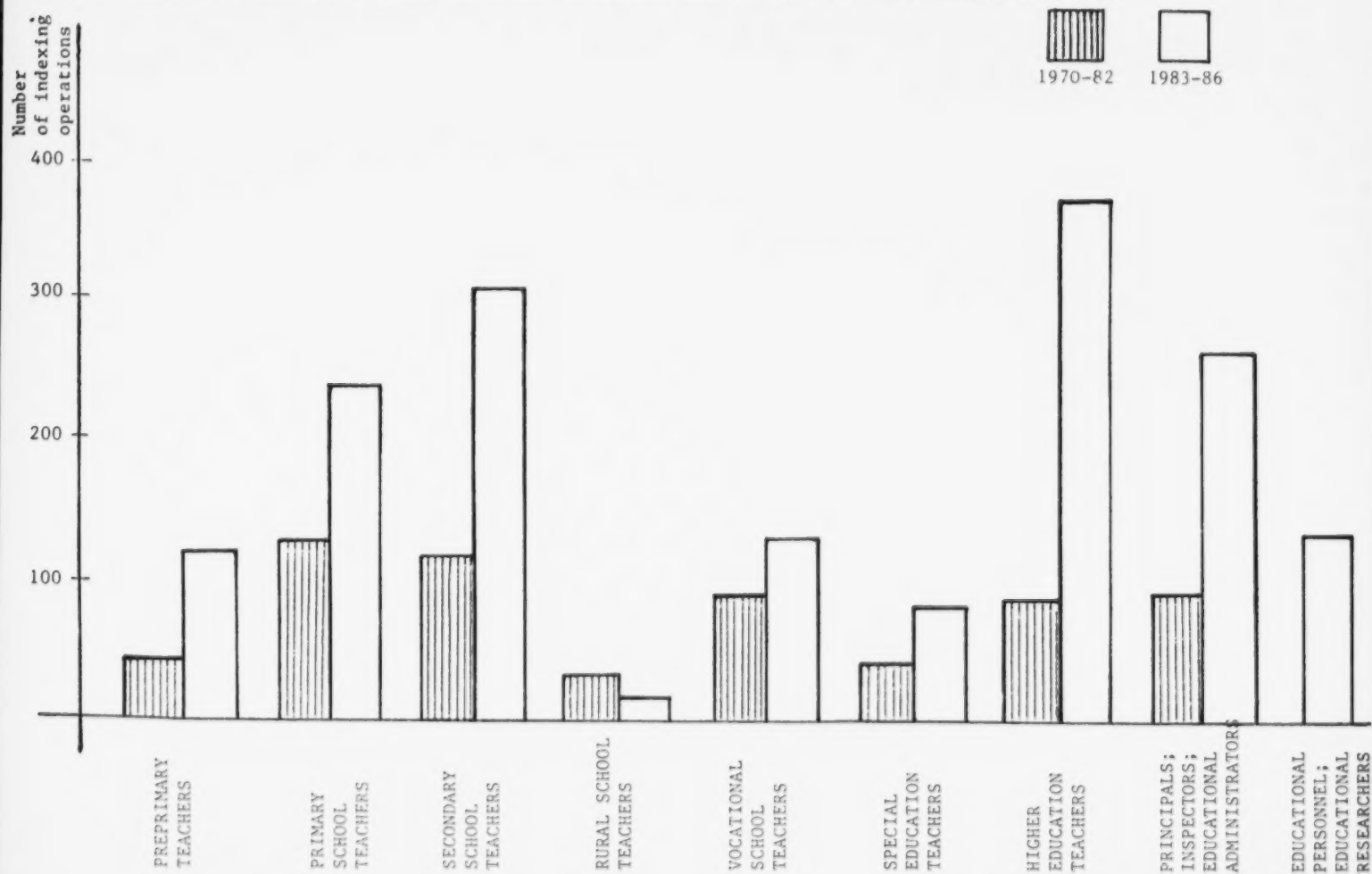


Content structure of information
II SPECIFIC ASPECTS OF INSTEP

Annex 1.5



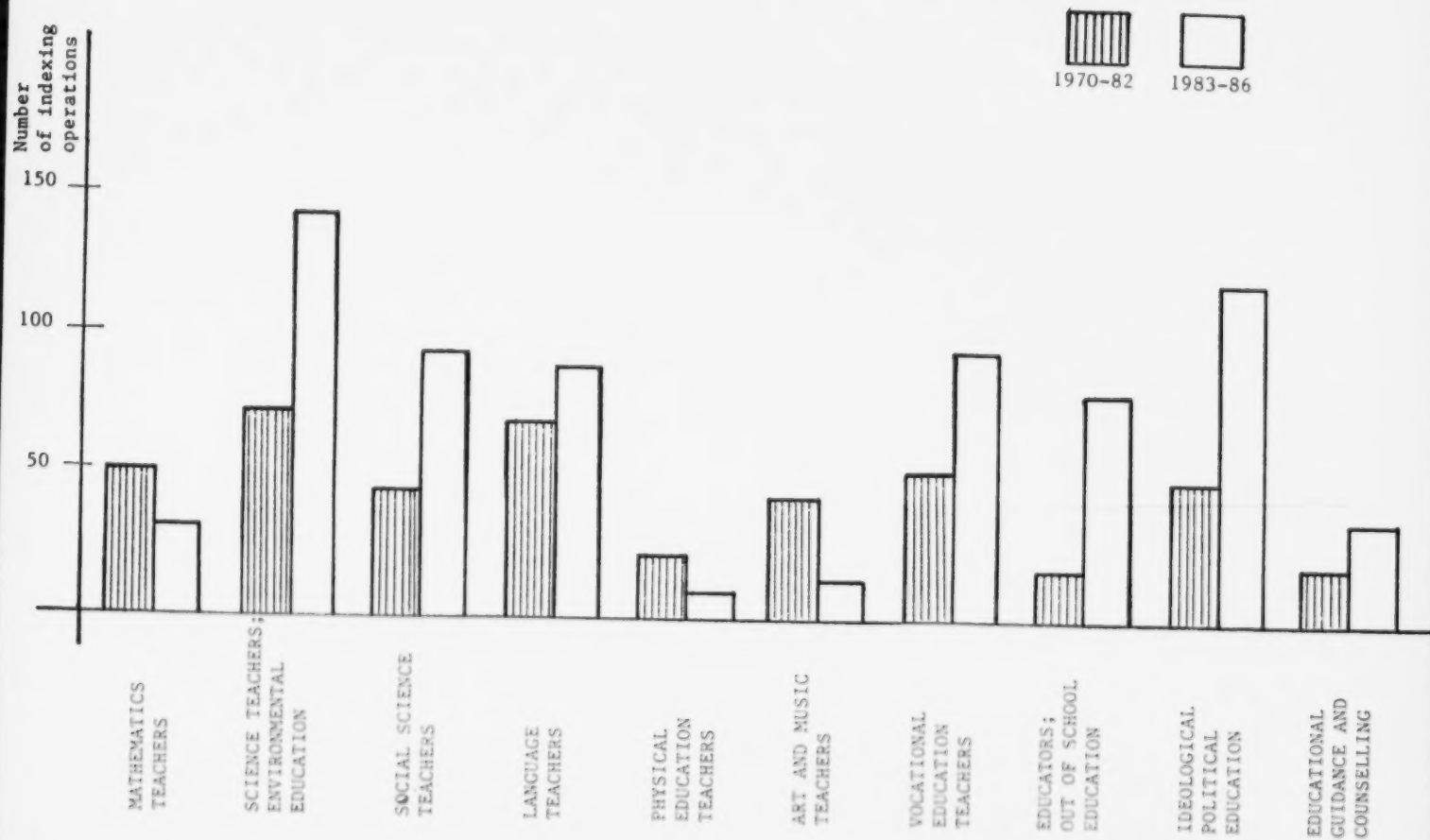
III TEACHERS OF INDIVIDUAL TYPES AND LEVELS OF SCHOOLS AND CATEGORIES OF EDUCATIONAL PERSONNEL



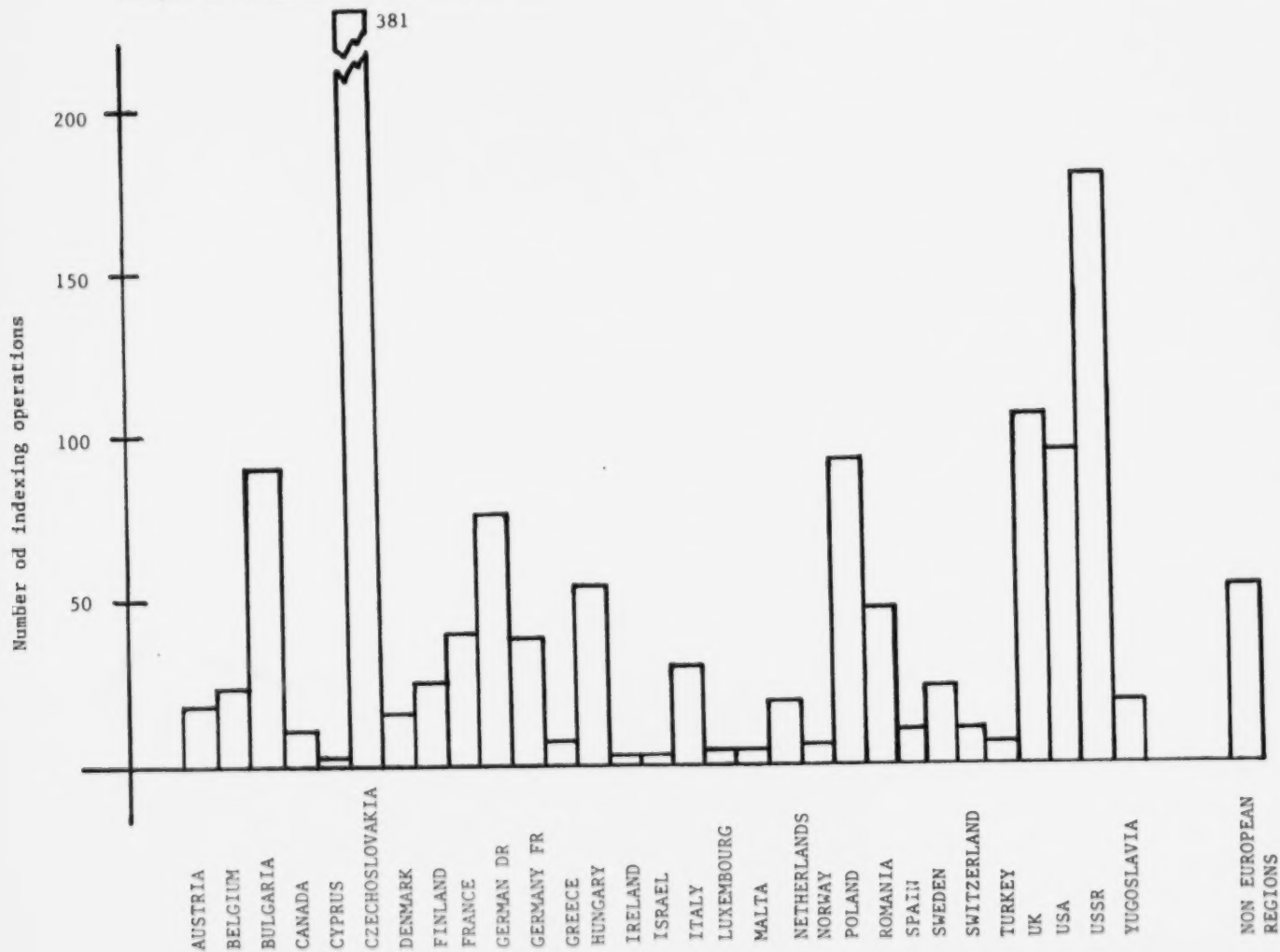
Content structure of information

IV TEACHERS OF PARTICULAR DISCIPLINES AND FIELDS OF EDUCATION

Annex 1.7



Content structure of information
FREQUENCY OF GEOGRAPHICAL IDENTIFIERS



TYPE AND PROVENANCE STRUCTURE OF INFORMATION SOURCES

Research Report no. 2
PhDr. Anna Součková

This part of the research has been worked out by means of bibliometric analysis. It was concentrated on the investigation of the following aspects:

- a. Bibliographic level of processing, depends on the definition of bibliographic units of the EIC-FET information file. They are followed either in the form of a whole work or of an analytic, i.e. one part of a work (a chapter of a book, an article in a journal, etc.). The data gathered are expressed in the table "Structure of information sources" (Annex 2.1). For better illustration their percentage is expressed by a column graph.
- b. The structure of non-periodical information sources on INSTEP covers the type variety of the EIC-FET file structure (e.g. research reports, curricula and syllabi, conference proceedings...). The data shown in the table "Structure of non-periodical sources" are supplemented with circular graphs (Annex 2.2).
- c. "Provenance structure of information sources", i.e. of the pattern examined from the viewpoint of countries where the respective publications were published, with special regard to international organizations, is presented in graphs (Annex 2.3 and 2.4).
- d. The ranking of periodicals according to their importance for the investigated field, i.e. to the frequency of articles on INSTEP in individual titles is expressed by a table (Annex 2.5).

The basis of the presented outcomes of type and provenance analysis of information sources was made up by a set of 1,433 units published in the years 1983 - 1986 which is then compared with the set of 1,205 units published in the years 1970 - 1982 and analysed in 1983 /3/.

When comparing the two periods we may identify certain differences caused by the distinct selectivity of both mentioned sets as well as by greater heterogeneity of sources processed in the second period.

- New ways of processing and greater heterogeneity of acquired sources manifest themselves in the investigation of the aspect concerning the bibliographic level of processing and the structure of non-periodical sources. Since 1983, in connection with the introduction of the Ekaha mechanical inverted retrieval systems using punch-cards, the whole EIC-FET file has been processed on the basis of a qualitatively new uniform indexing system. In comparison with the previous way of processing, the content aspect is now taken into account more deeply wherein annotations have been substituted by sets of descriptors from the thesaurus of INSTEP data base. (For the analysis of the content aspect see the Research Report no. 1).

Examined are also formal features of documents: country of origin, editing institution, language of the document, date of publication, its type, form and way of storage. Observing these features helps to improve information services, and mainly the retrieval and counselling activities.

When scanning the bibliographic level a slight shift from the analytical nature of processing has been observed, i.e. the percentage of the processed parts of a publication (analytics) has been reduced (see Annex 2.1). In order to identify and make accessible the latest information from the investigated field, processed are to a great extent also such specialized types of sources as conference proceedings, authors' studies and various factual information. For greater pregnancy of information a much greater use is made of research reports, bibliographies and legal documents (see the table and the diagram in Annex 2.2).

- The distinctness of both investigated sets is manifested also in the provenance structure of information sources. The selection (for the years 1970 - 1982) has been made to get a representative sample covering and reflecting major trends in the development of INSTEP areas and thus enabling to get acquainted with the state of the art in this field in all countries of the Europe region with a special regard to the countries of socialist community (see the diagram in Annex 2.3).

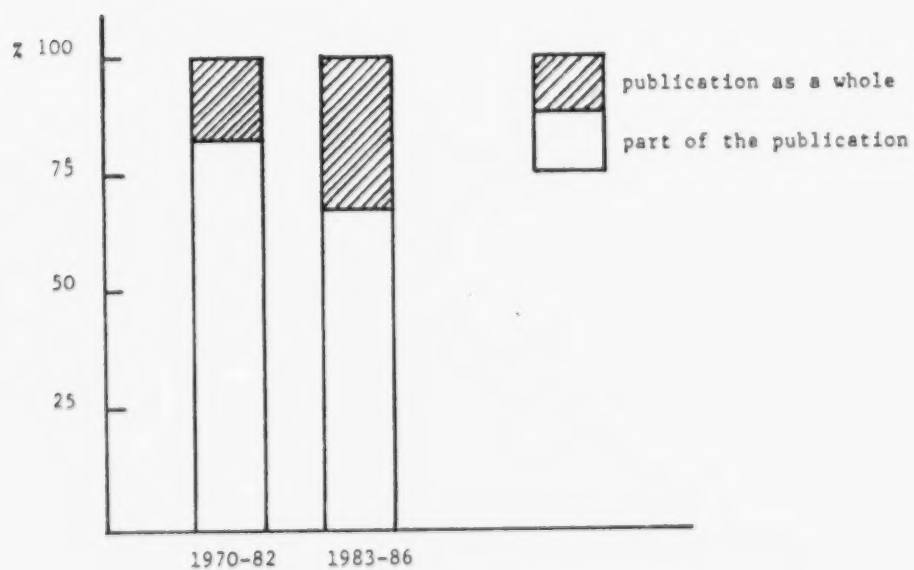
It is evident that in this period the information from Czechoslovakia as well as from the international organizations had been reduced while considerable frequency of this information which occurs in the whole file in the years 1983 - 1986 fully expresses the role and the mission of EIC-FET as a national centre with extensive international contacts established mainly with various international organizations (see diagram in Annex 2.4). Graphic representation of the proportions of international organizations as the resource of information on INSTEP helps to show in detail the provenance structure, for through the publications of international organizations it is possible to get familiar with the reality and authors from those countries with whom EIC-FET does not have many direct contacts. There are mainly the publications of ATEE (Association of Teacher Education in Europe) and of the Council of Europe through which one may get information from the countries where there is still not adequate exchange of publications (France, the Netherlands, Belgium, Denmark, etc.). This assessment of the EIC-FET information file as a whole sensitively detects the provenance structure of acquisition resources and thus contributes to the regulation of EIC-FET longterm policy applied in this field on an international level.

- The last studied field is the ranking of periodicals according to their relevance, i.e. the frequency of articles on INSTEP in individual titles. The first twenty titles, which in both sets correspond to some 70 % of the cumulative number of articles, are still represented by the fundamental journals observed and there appear changes only in the order. Ranking first among them is the English title the British journal of in-service education, the only profile journal. This ranking is evaluated regularly once a year and on this basis the purchase and loans of journals are made effective as well as the reproduction on microfiche and translation of relevant articles etc. This acquisition strategy is oriented to the ensuring of universal availability of primary sources which are covered by INSTEP bibliographic data base, through the EIC-FET library.

Type and provenance structure of information sources

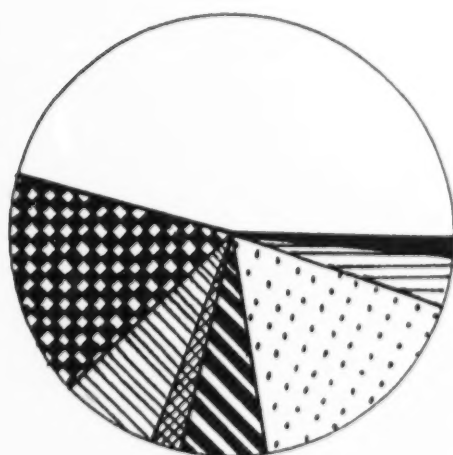
BIBLIOGRAPHIC LEVEL OF PROCESSING

Bibliographic level		
	Bibliogr. 1970-82	Data base 1983-86
Publication as a whole	201 /16.7%/	470 /33%/
Part of the publication	1004 /83.3%/	963 /67%/
In total	1205	1433

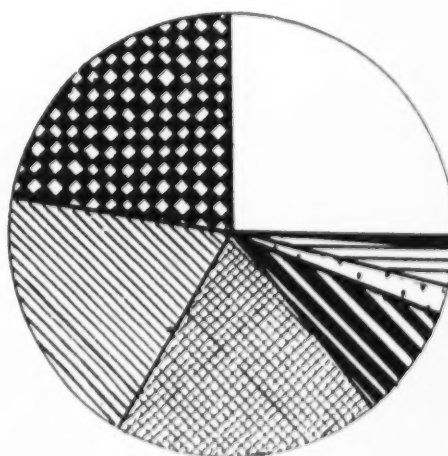


STRUCTURE OF NON-PERIODICAL SOURCES

	Type of source	Number of information sources	
		1970-82	1983-86
1.	Monographs	93	120
2.	Confer. materials	32	103
3.	Collections	14	91
4.	Bibliographies	4	89
5.	Research reports	13	37
6.	Curricula, syllabi	35	11
7.	Legislation	8	17
8.	Dissertations	2	2
	In total	201	407

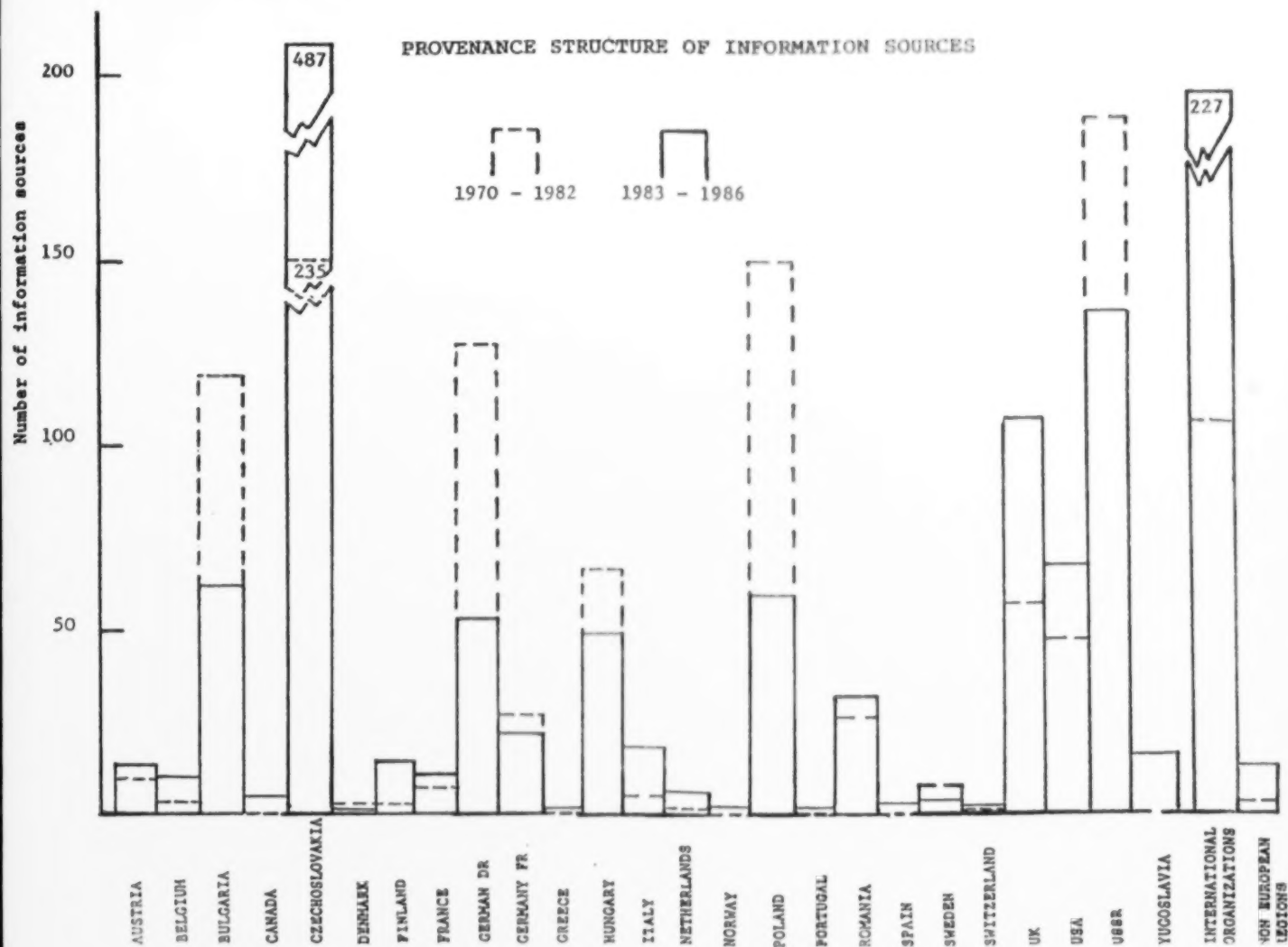


1970-82



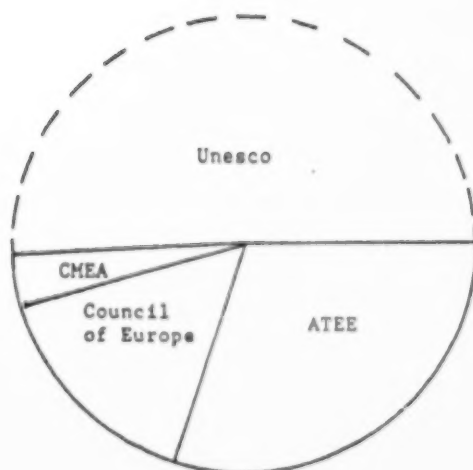
1983-86

Type and provenance structure of information sources

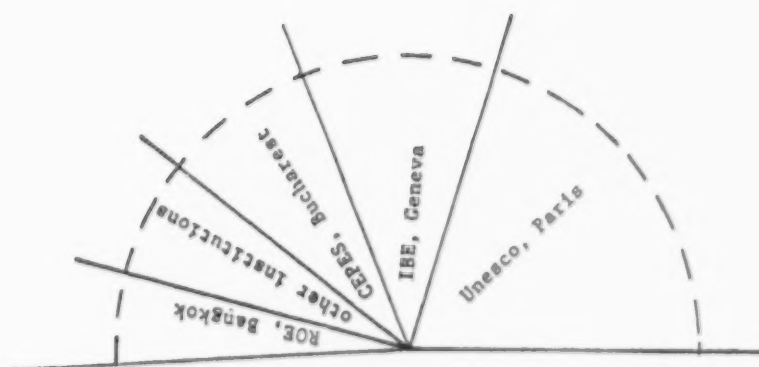


Type and provenance structure of information sources

PROPORTIONS OF INTERNATIONAL ORGANIZATIONS AS INFORMATION SOURCES



International organizations	Number of sourced
ATEE (working groups)	68
Unesco Secretariat, Paris	46
Council of Europe, Strasbourg	36
Unesco/IBE, Geneva	24
Unesco/CEPES, Bucharest	20
Unesco/other institutions	13
Unesco/ROE Bangkok	12
CMEA	8
	227



RANKING OF PERIODICALS ACCORDING TO THE FREQUENCY OF ARTICLES
ON INSTEP

Ranking in the periods		TITLE OF PERIODICAL	Number of references 83-86
70-82	83-86		
14-19	1	British journal of in-service education /UK/	52
7	2	Journal of teacher education /USA/	50
11-12	3	Učitel'ské noviny /Czechoslovakia/	49
2	4-5	Narodna prosveta /Bulgaria/	46
1	4-5	Narodnoje obrazovanije /USSR/	46
41-48	6	European journal of teacher education /ATEE/	44
14-19	7	Vestnik vysšej školy /USSR/	43
8-9	8	Učitel'ské noviny /Czechoslovakia/	35
29-34	9	Journal of education for teaching /UK/	33
4	10	Sovetskaja pedagogika /USSR/	32
3	11	Nova szkola /Poland/	31
	12	Aktuality EIS-DVU /Czechoslovakia/	27
6	13	Pedagógiai szemle /Hungary/	19
14-19	14	Newsletter/Faits nouveaux /Council of Europe/	18
5	15-16	Revista de pedagogie /Romania/	15
61-68	15-16	Socialistická škola /Czechoslovakia/	15
49-60	17-18	Revue de la Direction générale ... /Belgium/	11
35-39	17-18	Vysoká škola /Czechoslovakia/	11
10	19	Higher education in Europe /CEPES/	10
	20-22	Erziehung und Unterricht /Austria/	9
20-22	20-22	Matematika a fyzika ve škole /Czechoslovakia/	9
23-28	20-22	Pedagogika /Czechoslovakia/	9
	23-26	Fernstudium Aktuell /Germany FR/	8
35-39	23-26	Köznevelés /Hungary/	8
	23-26	Přírodní vědy ve škole /Czechoslovakia/	8
29-34	23-26	Sovremennaja vysshaja škola /CMEA/	8
	27-29	Cizí jazyky ve škole /Czechoslovakia/	7
13	27-29	Pädagogik /German DR/	7
	27-29	Vychovávateľ /Czechoslovakia/	7
	30-33	Pedagoški rad /Yugoslavia/	6
	30-33	Problemi na visšeto obrazovanie /Bulgaria/	6
	30-33	Revija obrazovanja /Yugoslavia/	6
	30-33	Riforma della scuola /Italy/	6
	34-38	Bildung und Erziehung /Germany FR/	5
	34-38	Informační zpravodaj ODIS /Czechoslovakia/	5
	34-38	Odborná výchova /Czechoslovakia/	5
	34-38	Ruský jazyk /Czechoslovakia/	5
	34-38	Univerzitní zprávy /Czechoslovakia/	5
	39-42	Sbírka zákonů ČSR /Czechoslovakia/	4
	39-42	International review of education /UIE/	4
20-22	39-42	Komenský /Czechoslovakia/	4
	39-42	Odborná škola /Czechoslovakia/	4

Ranking in the periods		Title of periodical	Number of references 83-86
70-82	83-86		
	43-57	Bulletin Výzkumného ústavu odb. školství pro SOU /Czechoslovakia/	3
		Connect /Unesco/	3
		Český jazyk a literatura /Czechoslovakia/	3
		Education libraries bulletin /UK/	3
		Education technology /USA/	3
		Die höhere Schule /Germany FR/	3
		Informace Čs. komise pro spolupráci s Unesco /Czechoslovakia/	3
		Kwartalnik pedagogiczny /Poland/	3
		Otázky defektologie /Czechoslovakia/	3
		Revista cubana de educación superior /Cuba/	3
		Společenské vědy ve škole /Czechoslovakia/	3
		Učební pomůcky /Czechoslovakia/	3
		Verfügungen und Mitteilungen für Volksbildung /German DR/	3
	58-99	Věstník MŠ /Czechoslovakia/	3
		Zvesti MŠ SSR a MK SSR /Czechoslovakia/	3
		the others	

PROFILES OF THE USERS OF INFORMATION SERVICES

Research Report no. 3

PhDr. Hana P r o c h á z k o v á

On the basis of international inquiry the profile of the set of users of the EIC-FET information services has been investigated during the years 1985 - 1987, and namely from the viewpoint of the range of their impact of information utilization, interests of respondents as the recipients as well as suppliers of information, and their geographical structure mapping. The questionnaire has also served for the updating of the mailing list of subscribers to the EIC-FET information publications (for the form see Annex 3.1).

In total 311 questionnaires have been analysed in which the following phenomena have been observed:

a/ Range of the impact of information utilization (see Annex 3.2) has been studied from the viewpoint of information dissemination both direct and through mediation institutions, namely on the basis of the recommendation of the consultative meeting of European experts (Prague 1983). The analysis has shown that 53 % of respondents to open questions have given positive answers to both of them, i.e. both direct and mediating use. This within further concretization of the ways of information utilization has meant e.g. that they use it for their own study as well as for the counselling activities oriented to broader public.

Another 20 % of respondents have used information for personal (direct) purposes only and 27 % of respondents for institutional (mediation) purposes. Thus it has been found out that the information provided by EIC-FET is by 80 % of users disseminated with a multiplication effect.

b/ Target utilization of information within both these groups (see Annex 3.3) have been further investigated on the basis of analysing answers to supplementary open questions. 311 answers in the category of direct and individual use were distributed proportionally within the following categories offered: research and development (31.5 %), teaching (25 %), study (21.5 %) and administration (20.5 %). Only 1.5 % of them have presented other specific answers (see Annex 3.3).

285 answers in the category of the mediation of information use have shown a more diversified proportionality in the following order: library services (34 %), in-service teacher education (24 %), documentation (20 %), counselling (10.5 %) and curricula development (9.5 %). Supplementary answers (2 %) are presented in Annex 3.3. The first two groups comprising 58 % of answers represent by their character group of even mass services. Thus it may be stated that the distribution model carried on by EIC-FET has achieved an appropriate effect.

c/ The section Reciprocity offered by the users (see Annex 3.4) has studied the aspects of social efficiency of the EIC-FET information services and publications, which are of non-commercial character, as well as of the possibilities to approach the respondents as suppliers or reviewers of information, i.e. as collaborators on the opposite side of information process than

merely consumer. The distribution of 618 answers in the degressive order as concerns the concrete ways of information reciprocity offered or, in a broader sense, of mutual cooperation has been as follows: exchange of publications, periodicals and documents (32.5 %), participation in the work of expert teams and/or in conferences (21 %), publicizing the EIC-FET activities and dissemination of EIC-FET information (17.5 %), provision of current bibliography and/or topical search (11 %) and preparing abstracts and/or reports (11 %). Only 4.5 % of respondents have not been able to offer other than the financial refundment (subscription) and 2.5 % have offered other, stimulating proposals to cooperate mainly in research, editing of publications, exchange of specialists, identification of the respective national specificities and also within the microcomputer system.

The first, already traditional and most numerous group has been functioning in EIC-FET for a number of years already and represents an important resource of acquisition of sources free of charge for the primary file of the INSTEP data base. Apart from the publication exchange itself it includes also the acquisition of publications for their processing under contract for the international Unesco/IBE data base, and even the acquisition of complimentary copies from the authors who wish to gain through the information impact of EIC-FET a bibliographic response on the international level.

d/ The group of interestees in the exchange of information within international networks and data bases (see Annex 3.5), i.e. the respondents offering cooperation within a mutual supply of bibliography and search have been devoted special attention with regard to the implementation of computerized processing and exchange of information by EIC-FET within the established INSTEP data base, and also with regard to the recommendation of the consultative meeting of European experts (Prague 1983) /4/, dealing with the use of new information technology including the existing mechanisms of its application on the international level, and mainly within Unesco.

The Annex presents a survey of cooperating institutions operating or contributing to the data bases either actually or potentially in the field of education within the respective networks on the inter-regional, regional, sub-regional or national levels from the viewpoint of the Europe region. As concerns the compatibility, EIC-FET will orient its information cooperation to those of them who apply the CDS/ISIS program system within the documentation system of United Nations organizations (particularly Unesco), recommended also for the institutions in the member-states. In the field of education it concerns mainly those who are appointed to the International Network of Education Documentation (INED), the coordinator of which is Unesco/IBE operating the central IBEDOC data base in Geneva. Under contract EIC-FET contributes to this data base from world-wide literature issued since 1981. Besides that, beginning with 1988 EIC-FET processes the INSTEP bibliography in machine-readable form directly in Prague, and namely following the Micro CDS/ISIS program system installed under the agreement with Unesco.

e/ Apart from that the distribution of users according to their status (see Annex 3.6), i.e. national or international, and from the viewpoint of the territorial competence of EIC-FET, i.e. inside and outside the Europe region (see Annex 3.7). The dissemination of information publications and the broader liaison area have to be regulated further on in order to ensure a balance of both above mentioned viewpoints. Here the set of respondents, with regard to the

proportionality, has been modified in such a way that the national (Czechoslovak) users have been taken into account in the weighted mean, corresponding to the distribution range of impact of national services of EIC-FET reaching the level of individual regions (1:10) while abroad the information is targeted only at the central educational, research, library and other institutions.

Out of the total number of 185 respondents almost 90 % have the status of national users of EIC-FET services and the rest is represented by international organizations in the structure which is illustrated in detail by Annex 3.7: thereof 76 % is taken up by Unesco - specialist divisions of the Secretariat in Paris, specialized institutions (e.g. IBE in Geneva) and regional offices for education (for Asia in Bangkok and for Africa in Dakar). Another 10 % applies to other intergovernmental organizations, e.g. educational research and documentation units of the Commission for Cultural Cooperation of the Council of Europe in Strasbourg. The remaining 14 % are non-governmental organizations (e.g. ICET - International Council on Education for Teaching). In this respect it is to be mentioned that EIC-FET has not succeeded yet in establishing mutual exchange with ATEE - Association for Teacher Education in Europe on the level of its Secretariat in Brussels even if it carries out current and intensive cooperation with its individual members of working groups (e.g. those for In-service Education and Training, Professional Development of Teachers, and Information Technology in Teacher Education) first of all in the field of mutual participation in conferences and the exchange of publications.

The structure of respondents has been examined from the regional viewpoint. Almost 90 % of them correspond to the EIC-FET competence and come from the Europe region. 3.8 % of users are from other regions (apart from the presented Unesco regional offices for education this group comprises the users from Asia, Australia and Latin America). The respondents from international organizations with supranational (world-wide) range of impact take up 7.6 % (apart from the above mentioned Unesco units there are such non-governmental organizations as WAER - World Association for Educational Research).

Within the two preceding sets the users of the national type have been singled out, exclusively from the Europe region /86 %/ and have been devoted special attention in the next section.

f/ The structure of the users of the EIC-FET services in the Europe region according to their nationalities is shown in the diagram (see Annex 3.8). The Czechoslovak users are again presented through the weighted mean, which has proven its comparable proportion with that of the GDR. The highest user activity has been traced in case of the USSR (13.8 %), followed by the GDR and Czechoslovakia (8.8 % each), the UK and Sweden (8.2 % each), the FRG (6.3 %), Bulgaria and Poland (5 % each) and the USA and Hungary (3.8 % each); the presented states take up more than 70 % of the examined sample. The EIC-FET working languages (English and Russian) apparently play an important role in case of the USA, the UK, but also Sweden and the FRG; then in case of the USSR, Bulgaria and other socialist countries where it is necessary to take into account the statutory mission of EIC-FET, i.e. its orientation to the member-states of CMEA and Unesco.

This structure of 159 users according to their countries examined in the years 1985 - 1987 has been compared with the sample of 83 respondents to the questionnaire sent out in the years 1979 - 1981.

The proportions of users show certain changes in the time interval. The biggest decline has been registered in case of Bulgaria (by 9 %) which, however, had achieved in the preceding period an enormous top and now is on the comparable level with Poland which is well-balanced in both periods. On the relative decrease has also been the interest of Sweden (by 3.8 %) and the UK (by 2.8 %); nevertheless, according to the preceding paragraph, they are still among the major users. (Their increased interest in the preceding period may be ascribed to the response to the fellowships of EIC-FET staff members in these two countries in 1978). A slight decrease in the proportions has been also registered in case of Denmark, the FRG and Yugoslavia.

Also the following results have manifested the positive influence of personal contacts in individual countries of the Europe region. The proportion has been increased of the users from the GDR and the USSR (by 3.8 % each); in the USSR requirements on the EIC-FET information services have spread in other union republics, mainly in the Byelorussian Republic, Ukraine and Georgia. Slightly increased has also been the interest of Austria and Hungary (about 1 % each).

There have appeared also new users from the following countries arranged according to the frequency of users from Spain, Portugal, Norway, Canada, Greece and Turkey.

g/ Geographical structure of the countries of the Europe region has been additionally examined on the basis of the comparison of three aspects: the country as a subject of the information on INSTEP (see Annex 1.8), as the place of publication of an information source (see Annex 2.3) and as the nationality of a user (see Annex 3.8); the comparison is presented in Annex 3.9.

In case of the aspects of the content and provenance of the information source there is a considerable correspondence in the order of countries indicating that most authors describe the reality of their own countries. (The developing countries are often dealt with by other authors on the level of international organizations, however, here we are concerned with the regional environment of European countries with relatively highly developed system of education and educational research).

Somewhat different in this respect is the case of France where there exist adequately sufficient amount of information, however, from relatively less original French sources (even more accentuated in this contradiction in the third category of comparison - see further text). Similar, even if less pronounced is the case of Denmark.

Quite opposite is the situation in Yugoslavia where there is lower proportion of information on the national reality, while the number of information sources published in this country places it higher from the viewpoint of the acquisition of EIC-FET. Experience has shown that the Yugoslav authors deal apart from the national specificities also with general or international issues and that EIC-FET has here favourable personal contacts and a good supply of literature. The sources from Portugal has also been supplied. Their content, however, has not yet been reflected in the examined set of sources.

More contradictory and, consequently, more interesting has been the com-

parison of the ranking of countries from the viewpoint of the activity of users with the first two aspects. The most considerable difference is in case of Sweden from which EIC-FET has apparently acquired the amount both of sources and of information adequate to their production but from the user viewpoint they keep to be still active enough. Similar, even if less differences, have been identified in case of the Netherlands, Cyprus, Spain, the FRG, Austria and also the GDR.

An opposite tendency has been manifested by the users from France, which, as the only country, show the contradiction in all three aspects, i.e. enough information, a bit fewer sources, but minimum of users which is most probably caused by language and liaison problems, and it is necessary to orient attention to this area in the next period. For similar reasons and with analogical consequences the example of France is followed by Romania and Italy, even if with less considerable differences. According to the existing experience the situation of the users from the USA is different; this country adequately ranks as the fourth as concerns both the production of information and the acquisition of sources by EIC-FET, however, from the user viewpoint it is rather less active. This may be caused by the specific situation of their withdrawal from Unesco and/or by their feeling of information "self-sufficiency" with regard to the services of ERIC system.

x x x

The sum-up of the outcomes of the international survey of the users of the EIC-FET information services launched in the years 1985 - 1987

- 1/ has shown that all recommendations of the consultative meeting of the European experts (Prague 1983) /4/ have been respected and realized,
- 2/ has contributed to the updating of the mailing list of subscribers to the EIC-FET information publications from the viewpoint of increasing the efficiency of their utilization,
- 3/ has not revealed any surprising facts which would result in the change of orientation of the acquisition or distribution policy of EIC-FET in the field of documentation and information activities,
- 4/ has brought some suggestions for developing the cooperation also beyond the framework of these activities ensuing mainly from the proposals expressed verbally in the section "Reciprocity offered by the users" (e.g. in research, publication and conference activities, etc.),
- 5/ has identified some weak points in the bilateral cooperation on the national level (e.g. with France) as well as on the level of non-governmental organizations (e.g. with ATEE).



QUESTIONNAIRE (1985-1987)

EUROPEAN INFORMATION CENTRE OF CHARLES UNIVERSITY FOR FURTHER EDUCATION OF TEACHERS /EIC-FET/

Annex 3.1

Kapřova 14, 110 00 Praha 1

phone: 232 2627, 232 0930

Prague,

Dear user,

With regard to the increasing interest in the EIC-FET international information services we would like to consider the effectiveness of the utilization as well as exchange of information provided to satisfy the needs of priority users urgently.

Please, send the filled in questionnaire to our address as soon as possible.

/Fill in in block letters or typing; use x for "yes"/



- Interest in receiving currently

- . Newsletter EIC-FET ☐
- Series: Information review /twice a year/
- . Further Education of Teachers ☐
- Series: Annotated bibliography /biennially/
- . Further Education of Teachers... ☐
- Series: Collection of papers, reports and reviews /occasionally, monographic/
- . Series: Proceedings of international conferences held by EIC-FET with ☐
- Unesco participation /annually/

- Preference of a version in EIC-FET working language

- . Czech ☐
- . English ☐
- . Russian ☐

- EIC-FET information issues are used for /underline and/or add/

- . personal/direct use - research, teaching, administration, study, ☐
- other:
- . institutional/mediation purpose - library, documentation, counselling, curricula ☐
- development, in-service teacher education, other:

- The following forms of reciprocity can be provided for free-of-charge supply of EIC-FET publications

- . sending own publications, periodicals or documents /please, let us know titles ☐
- or general profile/ :
- . preparing abstracts and/or reports to be published in EIC-FET series ☐
- . providing EIC-FET data base with current bibliographies and/or topical ☐
- search from own files
- . participating in EIC-FET expert teams and/or conferences ☐
- . cooperating in another way - suggest: ☐
- . publicizing EIC-FET activities in case of getting complimentary copies ☐
- . no reciprocity than paying for ☐

- Please correct your address, if necessary, below or indicate x if it is all right

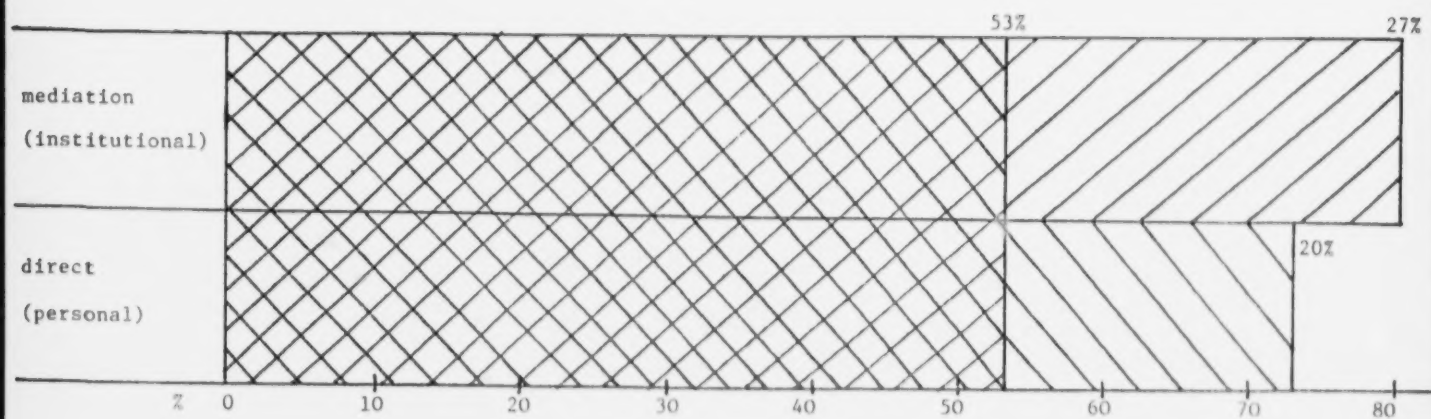
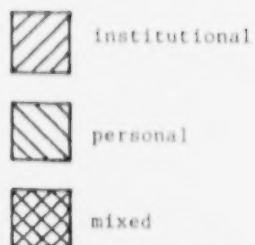


We are looking forward to the further cooperation with the answering users who will be included in our up-dated mailing list since 1986. Any comment to our service or specification of your need will be welcomed to receive by the EIC-FET documentation and information staff at any time.

Procházková PhDr. Hana Procházková
Head, D+I unit

Profiles of the users of information services

RANGE OF IMPACT OF INFORMATION UTILIZATION

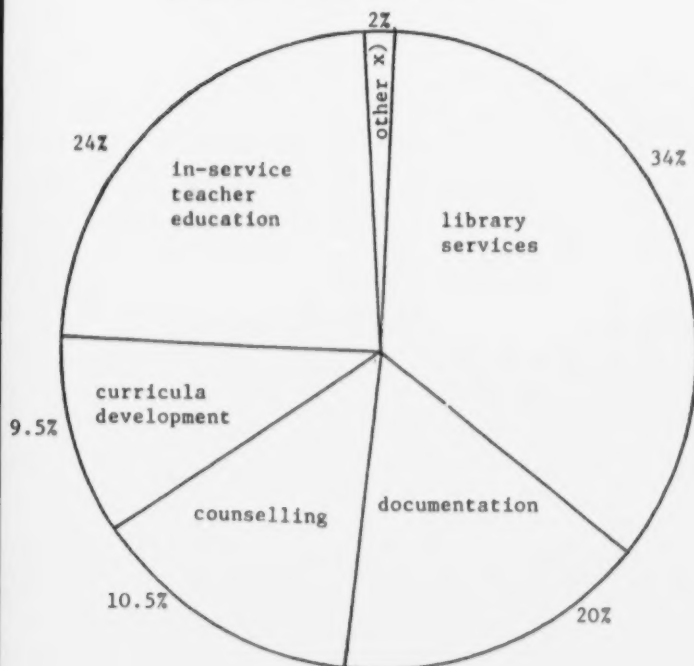


100% = 311 respondents

Profiles of the users of information services

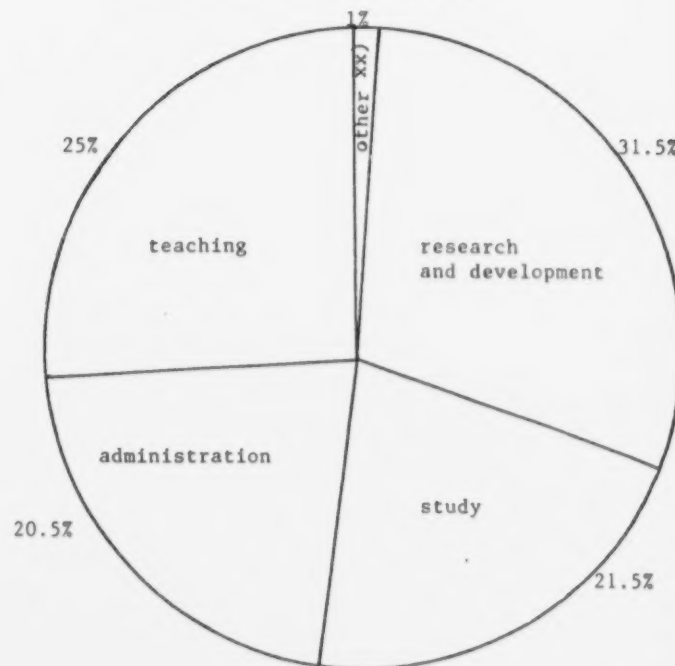
TARGET UTILIZATION OF INFORMATION

MEDIATION 100% = 285 answers



- x) . educational policy
 . expert activity
 . conferences
 . textbook development
 . archives

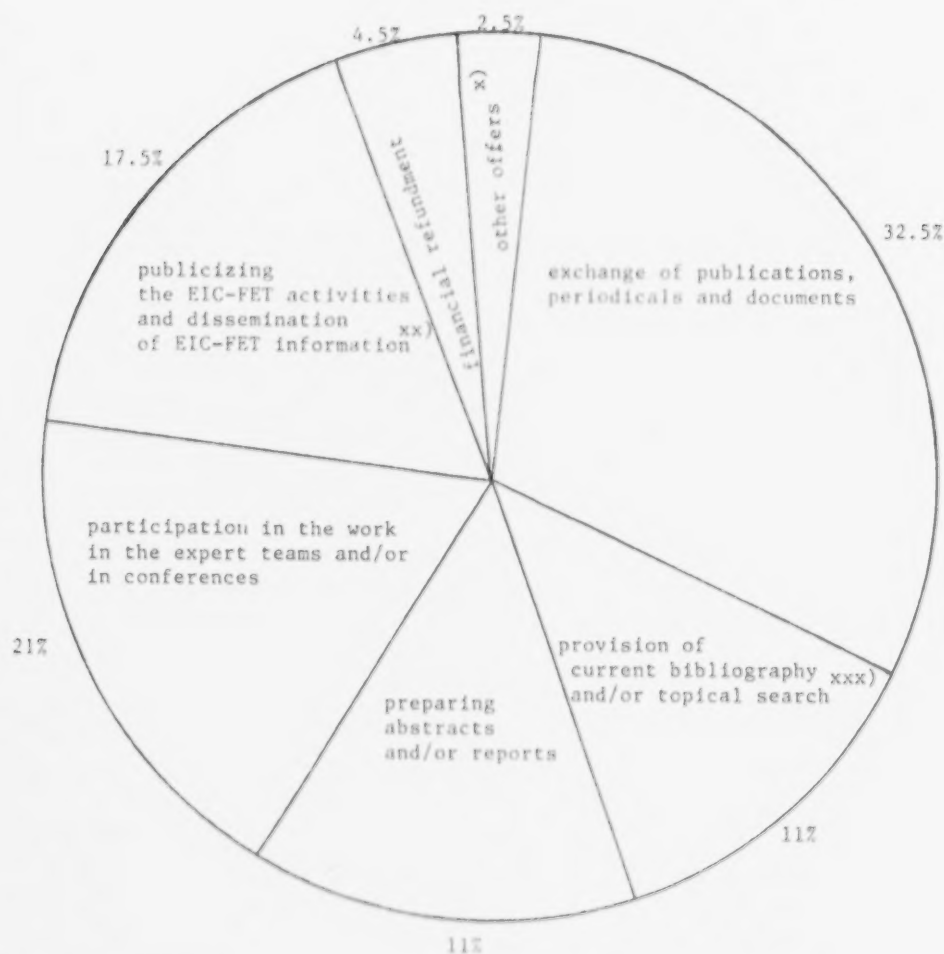
DIRECT 100% = 311 answers



- xx) . staff development in higher education
 . providing information for journalists
 . preparation of publication

Profiles of the users of information services

RECIPROCITY OFFERED BY THE USERS



- x) . joint research
 . preparation of joint studies
 . reports on research results
 . publishing certain works
 . support of joint publication
 . joint organization of conferences
 . providing details of the conferences being organized
 . mutual exchange of lecturers
 . in-service education and training
 . visitings of EIC-FET staff members
 . helping locate the respective specialists
 . cooperation within the microcomputer system

- xx) . this group comprises also the subscribers to the EIC-FET publications from the category of compulsory copies (libraries) or complimentary copies (e.g. national commissions for Unesco)

- xxx) . interesees in the exchange of information within international networks and data bases - see the following survey

Profiles of the users of information services

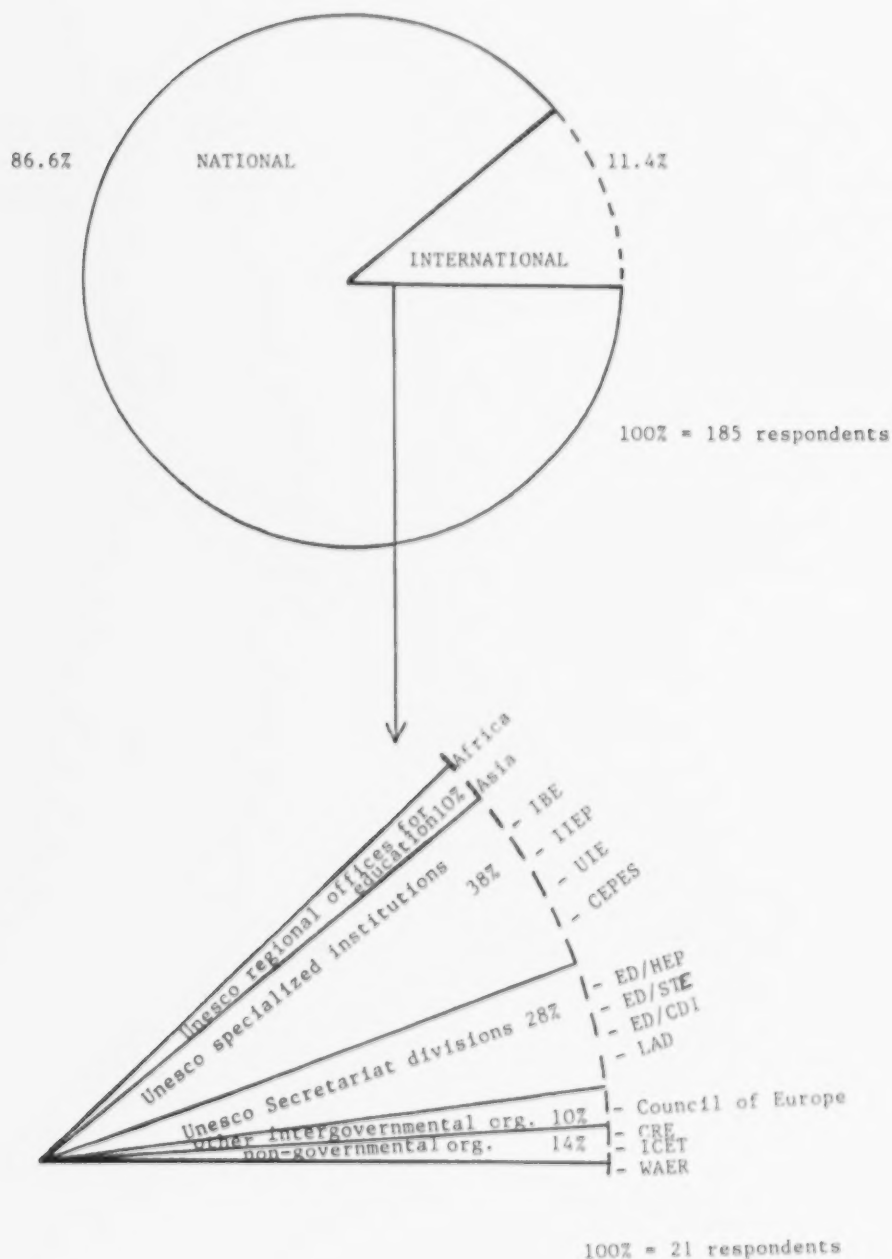
RECIPROCAL SUPPLY OF CURRENT BIBLIOGRAPHY OR TOPICAL SEARCH

Type of institution or unit	Inf.competence; "data base"	Relation to international networks:					
		INED	EUDISED	ERIC	MISPED	PEPSY	DOPAED
Unesco institution or unit	IBE Geneva-						
	"IBEDOC"	xx					
	CEPES Bucharest	x					
	ED/CDI	x					
Council of Europe unit	DCEE Strasbourg-	x	xx				
	"EUDISED R+D"						
	"EUDISED-EP"						
Centre of educational information	USA - "ERIC"	x		xx			
	Czechoslovakia	x			xx		
	GDR	x			x		
	Bulgaria	x			x		
Central educational library	USSR	x			x		
	Italy	x	x				
	Hungary	x			x		
	Sweden	x	x			xx	
	Romania	x					
Educational research institute	FRG - "DOPAED"						xx
	Poland	x			x		
	France						
	Ukrainian SSR						
Institution for in-ser-vice training	Poland	x			x		
	GDR						
	UK						

Note: The relations which are not indicated need not be necessarily at the zero level, they may be only unidentified

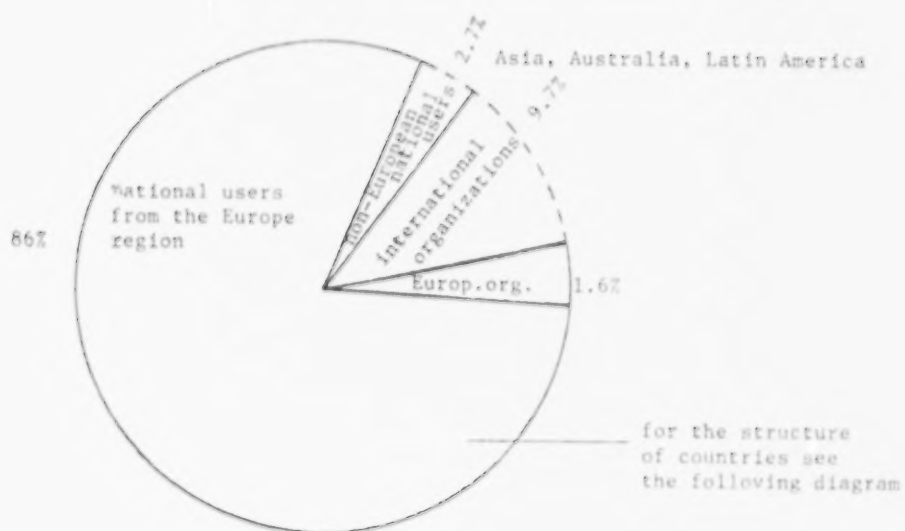
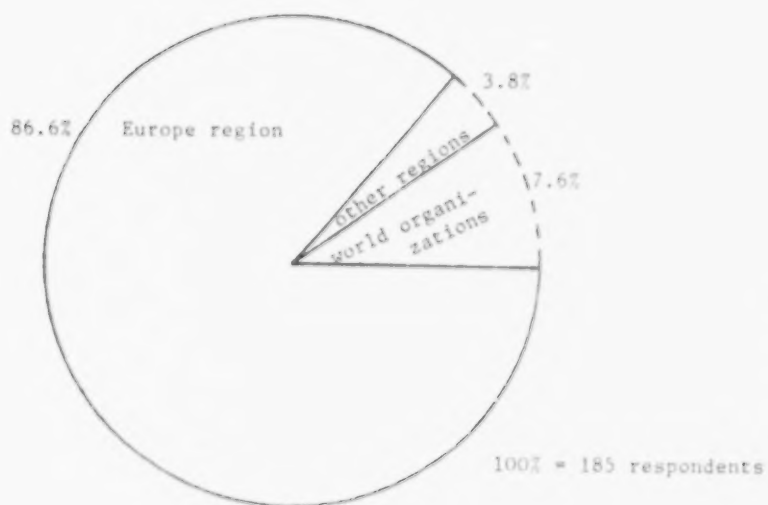
Profiles of the users of information services

DISTRIBUTION OF USERS ACCORDING TO THEIR STATUS



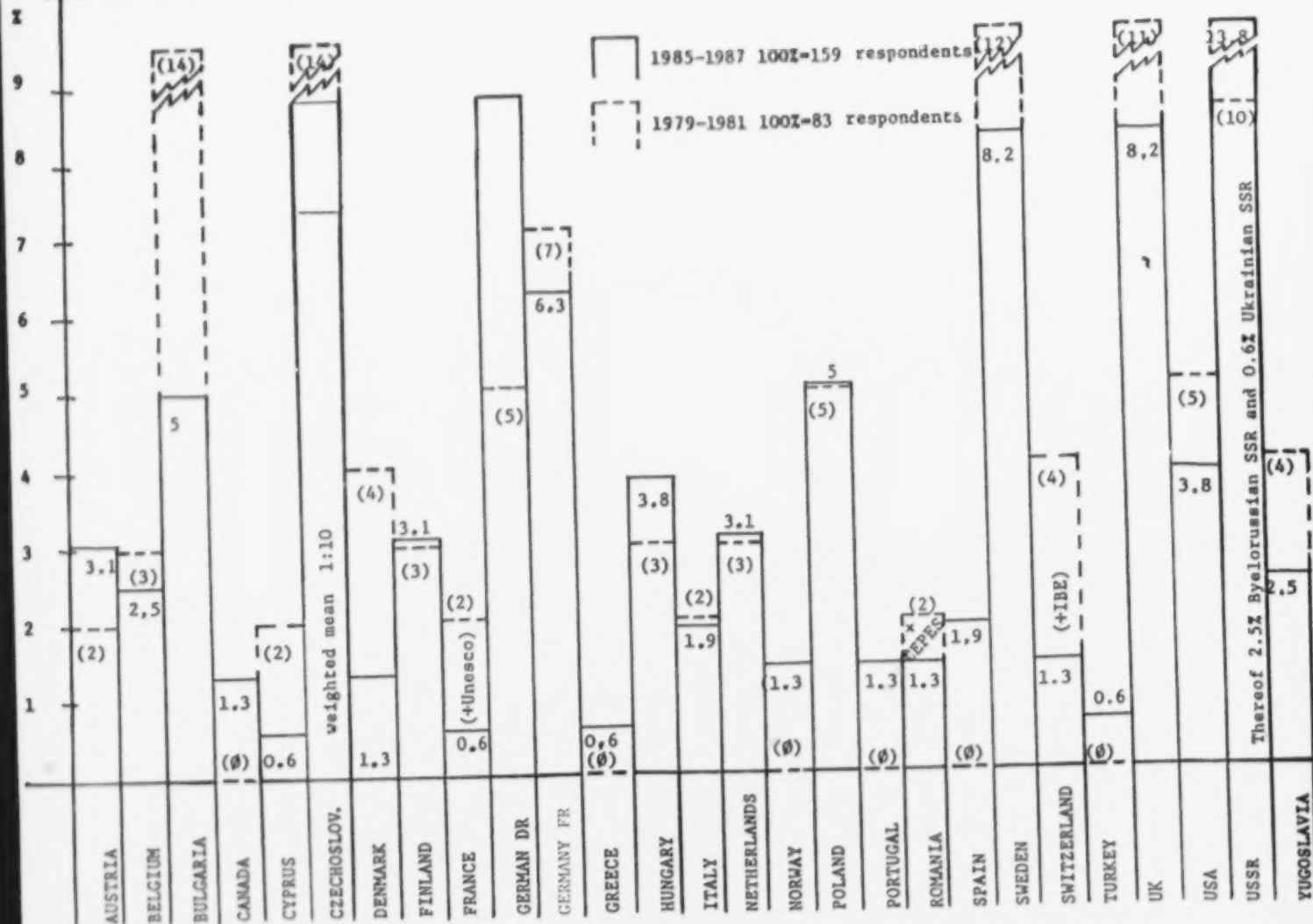
Profiles of the users of information services

DISTRIBUTION OF USERS FROM THE VIEWPOINT OF EIC-FET TERRITORIAL COMPETENCE



Profiles of the users of information services

STRUCTURE OF NATIONAL USERS FROM THE EUROPE REGION



COMPARATIVE GEOGRAPHICAL STRUCTURE WITHIN THE EUROPE REGION

Countries' rank according to their frequency as:	Subject dealt	Inf. source provenance	Inf. users' nationality
Czechoslovakia	1	1	1 x/
USSR	2	2	2
UK	3	3	4 - 5
USA	4	4	9 - 10
Poland	5	6	7 - 8
Bulgaria	6	5	7 - 8
German DR	7	7	3
Hungary	8	8	9 - 10
Romania	9	9	18 - 23
France	10	15 - 16	24 - 27
Germany FR	11	10	6
Italy	12	11	16 - 17
Finland	13	13	11 - 13
Belgium	14	15 - 16	14 - 15
Yugoslavia	15	12	14 - 15
Austria	16	14	11 - 13
Sweden	17	19	4 - 5
Denmark	18	21 - 24	18 - 23
Netherlands	19	17	11 - 13
Canada	20	18	18 - 23
Spain	21 - 22	20	16 - 17
Switzerland	21 - 22	21 - 24	18 - 23
Norway	23	21 - 24	18 - 23
Greece	24 - 27	25	24 - 27
Luxembourg	24 - 27	-	-
Malta	24 - 27	-	-
Turkey	24 - 27	-	-
Ireland	28 - 29	-	-
Israel	28 - 29	-	-
Cyprus	30	-	-
Portugal	-	21 - 24	18 - 23

x/ i.e. from the viewpoint of the absolute number of users; according to the weighted mean it would rank as the seventh

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1/ EIC-FET information activities - see also:

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2/ From the recent studies, e.g.:

- . PETRÁČEK, S.: Introduction. In: In-service teacher education. Prepared by the European Information Centre for Further Education of Teachers, Charles University, Prague, for the International Bureau of Education. Paris/ Geneva, Unesco/IBE 1985, p. 7 - 25. - Bulletin of the International Bureau of Education,

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- . PETRÁČEK, S.: In-service training of teachers. Issues and trends. Information file (IBE), 1986, no. 6, 16 p.

3/ The research results are presented in:

- . Analysis of information process in in-service teacher education. (Doc. no. 3) By H. Procházková and J. Hradilová. Newsletter EIC-FET, 8, 1984, no. 1, p. 24 - 73.
- . The use of EIC-FET information services. In: Information and the teacher. By H. Procházková. Prague, Charles University 1986, p. 121 - 133.

4/ The Second Non-Formal Consultative Meeting of Selected Experts from the Countries of the European Region on the Evaluation of Information and Research Priorities in the Field of In-service Teacher Education for the Period 1984 - 1989. Prague, May 17 - 19, 1983. Newsletter EIC-FET, 8, 1984, no. 1, p. 7 - 23.

A b b r e v i a t i o n s

APN	Akademija pedagogičekich nauk SSSR (Academy of Pedagogical Sciences of the USSR)
ATEE	Association for Teacher Education in Europe
CDS/ISIS	Computerized Documentation Service/Integrated Set of Information Systems
CEPES	Centre Européen pour l'Enseignement Supérieur - Unesco (Bucharest)
CRE	Standing Conference of Rectors, Presidents and Vice-chancellors of the European Universities
DCEE	Documentation Centre for Education in Europe - Council of Europe (Strasbourg)
DOPAED	Documentationsring Pädagogik - German speaking countries network
EARDHE	European Association for Research and Development in Higher Education
ED/CDI	Education Sector/Centre for Documentation and Information - Unesco (Paris)
ED/HEP	Education Sector/Division of Higher Education and Training of Educational Personnel - Unesco (Paris)
ED/STE	Education Sector/Division of Science, Technical and Environmental Education - Unesco (Paris)
EDICO	Educational Documentation and Information Colloquium
EIC-FET	European Information Centre for Further Education of Teachers - Charles University (Prague)
ERIC	Educational Resources Information Center (USA)
EUDISED	European Documentation and Information System for Education - Council of Europe
IBE	International Bureau of Education - Unesco (Geneva)
IBEDOC	IBE documentation data base
ICET	International Council on Education for Teaching
IIEP	International Institute for Educational Planning and Policy - Unesco (Paris)
INED	International Network of Educational Documentation
INSTEP	In-service Training of Educational Personnel - EIC-FET data base

LAD	Division of Library, Archives and Documentation Service - Unesco (Paris)
MISPED	Meždunarodnaja informacionnaja sistema po pedagogike (International Information System for Pedagogy) - CMEA countries network
OECD	Organization for Economic Co-operation and Development (Paris)
PEPSY	Pedagogy/Psychology - Nordic countries network
ROE	Regional Office for Education - Unesco
UIE	Unesco Institute for Education (Hamburg)
WAER	World Association for Educational Research

SELECTED ASPECTS OF IN-SERVICE EDUCATION OF TEACHERS
IN THE EIGHTIES

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